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ABSTRACT

This guide, intended for participants in the second course of the National School Resource Network Core Curriculum, contains an activity/content summary for each module of the course, worksheets, and background materials. The overall goal for the unit is to enhance the awareness of the participants about the contemporary issues and practices surrounding the development and implementation of an effective school discipline program. The unit is designed to meet the pragmatic needs of frontline school members, from teachers and administrators to parents and students, so that they may become equipped both cognitively and experientially with specific facts and tools to solve discipline problems. The course covers a range of issues and practices surrounding the development and implementation of an effective school discipline program. The focus is on clarifying reasons for discipline, building conceptual frameworks for understanding behavior problems, describing policy considerations, and providing specific examples of programs and strategies. (Author/MLF)

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National School
Resource Network

Core Curriculum In Preventing and Reducing School Violence and Vandalism

Course 2

Discipline

Participant Guide and Reference Notebook

January 1980

Prepared by
Center for Human Services
Washington, D.C.

EA 013 350

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ABOUT THE CORE CURRICULUM ON PREVENTING/REDUCING SCHOOL VIOLENCE AND VANDALISM

THE NATIONAL SCHOOL RESOURCE NETWORK APPROACH

The National School Resource Network (NSRN) was established under a grant from the Law Enforcement Assistance Administration, Office of Juvenile Justice and Delinquency Prevention, as a resource to schools troubled by crime, violence, vandalism and disruption. The network provides nationwide training events, technical assistance, and information dissemination to assist schools in preventing and reducing these problems. The focus of all Network activities is on the collection, sharing, and dissemination of resources--most particularly the ideas and strategies that schools and communities have tried.

A National Center, managed by the Center for Human Services and based in Washington, D.C., and Regional Centers in Boston, Massachusetts; Atlanta, Georgia; Chicago, Illinois; and San Rafael, California, will carry out the mandates for the Network. Also participating in the Network are 34 national organizations which form an active consortium to enhance service and delivery efforts.

THE CORE CURRICULUM

The Core Curriculum includes seven courses designed for delivery either in a comprehensive 5-day workshop incorporating all the courses or in separate special presentations. The seven courses are as follows:

Course 1: Putting It All Together and Taking It Home

This course provides an overview of a planning and evaluation process that participants can apply in implementing ideas and strategies in their own schools and communities. The course also allows participants the opportunity to reflect on workshop content and select from among the ideas and strategies presented those which best meet their schools' needs.

Course 2: Discipline

This course covers a range of issues and practices surrounding the development and implementation of an effective school discipline program. The focus will be on clarifying reasons for discipline, building conceptual frameworks for understanding behavior problems, describing policy considerations, and providing specific examples of programs and strategies.

Course 3: School Climate

The purpose of the course is to introduce a conceptual overview and definition of "school climate" with the goal of effecting positive change. The focus is on ways of improving school climate without administrative or community action. The course first defines school climate, and then discusses ways to assess and improve it. These include formal and informal assessment, improvement of interpersonal relations, stress reduction and management, student involvement in change, and law-related education as a relevant curriculum approach.

Course 4: Interpersonal Relations

The goal of the course is to introduce approaches and resources to identify, manage, reduce, resolve and prevent crisis and conflict in schools. There is an underlying assumption that hostile incidents and disruptive behavior are expressions of deep hurt, frustration, confusion, anger and misunderstanding. Specific attention will be given to crisis and conflict intervention and management, gang problems, problems of victims, and intercultural relations.

Course 5: Security

This course is designed to address a full range of preventive measures used to improve the security of the school both during and after school hours. It will provide a variety of alternative approaches to school security which will enhance schools' ability to improve the safety and security of the people and property. Special attention will be given to an overview of security problems, use of non-security staff to prevent problems, physical plant security, and design and upgrading of security programs.

Course 6: Environment

The course on environment provides guidance to school staff on ways to change school environments and make them safer. A full range of physical design strategies that can be implemented in schools is presented. Many of the strategies can be applied by school personnel and students. An assessment checklist will allow school personnel to identify environmental problems.

Course 7: The Community as a Problem Solving Resource

Community involvement in the school can help the schools greatly in solving problems of violence and vandalism. In this course a rationale for community involvement is presented, along with specific approaches for increasing school-community linkage. Use of parents and volunteers, the criminal justice community, and community agencies, businesses, and organizations are stressed. Interagency cooperation is also discussed.

About the Course

Course 2 - Discipline

Background and Rationale

A survey of the Gallup Polls of public attitudes toward education from the past 10 years reveals that discipline is ranked as the number one problem in schools. At the same time it is well known that discipline is a key factor in the overall solution of obtaining safe schools. The well-known Safe School Study by the National Institute of Education unequivocally states that the single most important difference between safe and violent schools is a "... principal... who instituted a firm, fair, and consistent system of discipline."

The course is designed to address the full range of issues and solutions in school discipline. The five modules deal with major elements necessary for an effective discipline program to operate within any school.

Purpose

The overall goal for the discipline unit is to enhance the awareness of the participants to the contemporary issues and practices surrounding the development and implementation of an effective school discipline program. The unit is designed to meet the pragmatic needs of frontline school members, from teachers and administrators to parents and students, so that they may become equipped both cognitively and experientially with specific facts and tools to solve discipline problems.

Module 2.1 discusses three reasons for discipline; Module 2.2 looks at major cases affecting disciplinary policy and procedures; and Module 2.3 reviews policy and code development. Module 2.4 sets out six ways of understanding behavior, and looks at specific strategies for managing behavior based on each approach. Module 2.5 looks at a number of programs schools have instituted to deal with serious or chronic problems of behavior.

Course Agenda by Module

Course 2 - Discipline

Module 2.1 - Discipline: Who Does It and Why?

Total Time 1 hour and 20 minutes

Module Summary

This module asks participants to look at discipline as a problem-solving process that is strongly affected by personal values and beliefs regarding what makes students behave. Participants will have an opportunity to clarify their values, and learn how these values impact their role as disciplinarians through a review of three major goals for disciplining students.

Activity/Content Summary	Time
1. Introduction	10-15 min.
A. Introductory Comments An explanation for conceptualizing discipline as a problem-solving process directly affected by personal values is presented.	
B. Participants' Examples of Their Discipline Problems Participants share real discipline problems from their schools and ideas are given as to what causes students to misbehave.	
C. Purpose Statement A rationale is presented of the importance for disciplinarians to know what their values are regarding correcting students' misbehaviors and how these values affect their professional role.	
2. Survey of Attitudes Toward Youth Participants are asked to complete a survey designed to clarify their values on discipline or participate in a group process based on the survey.	10 min.
3. Three Reasons for Discipline	15 min.
A. Introduction The importance of knowing our values regarding what makes students behave is stressed.	

Activity/Content Summary	Time

B. Three Purposes of Discipline

Values regarding discipline typically fall into three categories: retribution, deterrence, and education.

C. Retribution

Some disciplinarians believe offenders should be made to serve penance for their misbehavior.

D. Deterrence

Often a particular discipline strategy is chosen to deter other potential offenders.

E. Education-Rehabilitation

Some people believe the students have a right to learn from their mistakes and be given a chance to learn more acceptable behaviors.

F. Education v. Retributive and Deterrent Goals

Differences between the three reasons are highlighted.

G. The Art of Discipline

A formula is provided for an integrative approach to discipline.

H. A Multi-purpose Approach to Discipline

The consequences of punishment when used alone as a discipline strategy are reviewed.

4. Implementing Educational, Multi-purpose Discipline Strategies — 15 min.

A. Statement of Task

Participants will look at illustrations of discipline strategies and learn how these strategies can be adapted to meet the three purposes of discipline.

B. A Problem-Solution Example

COPE--An alternative to suspension program.

C. Other Illustrations

Discipline codes and work assignments as discipline strategies are reviewed.

D. Summary

Activity/Content Summary	Time
5. Optional Session	15 min.
A. Small Group Activity Participants design strategies to deal with the discipline problems listed at the beginning of the session.	
B. Reporting Out Solutions are shared with the whole group.	
6. Optional Sharing of Results of Surveys of Attitudes Toward Youth	10 min.
Participants compare their personal scores privately with the group scores, and trainer interprets the survey results.	

About the Module

Course 2 - Discipline

Module 2.1 - Discipline: Who Does It and Why?

Objectives

Participants will be able to--

1. Assess to what degree they believe it is useful to use permissive or punitive discipline strategies
2. State major objectives for disciplining students
3. State why punitive discipline strategies, when used alone, are often less effective than others.

Description of Materials

Transparencies

2.1.1 - 2.1.7 Transparencies summarize the major perspective in this module: that discipline strategies are directly affected by the personal values of the disciplinarian, and that these values usually fall into three categories or reasons for discipline--deterrence, retribution, and education.

Handout

2.1.1 "Survey of Attitudes Toward Youth"

Background Materials

R.2.1.1 Computerized Discipline Reporting System. NSRN Technical Assistance Bulletin.

Resources

R.2.1.1 Computerized Discipline Reporting System. NSRN Technical Assistance Bulletin.

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Midwestern Regional Center • 6 North Michigan Avenue, Suite 1706, Chicago, IL 60602 • (312) 782-5787
Western Regional Center • 18 Professional Center Parkway, San Rafael, CA 94903 • (415) 472-1227

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R.2.1.1

Technical Assistance Bulletin

Computerized Discipline Reporting System

Summary

This bulletin describes the discipline reporting system used in the Alexandria, Virginia school system. The total program includes: (1) discipline codes for students, (2) standardized forms for reporting misbehaviors, and (3) use of a computer for tallying monthly reports on misbehaviors. Computerized printouts of data on misbehaviors in all schools are compiled each month and forwarded to administrators. A comprehensive overview of discipline problems and patterns can then be made.

The Problem

Maintaining discipline in the classroom and attaining an environment conducive to learning is a major issue for most schools throughout the country. One of the problems facing administrators and teachers in dealing with the issue of discipline is finding an efficient way of reporting incidents and accumulating comprehensive data about student misbehaviors so that preventive measures can be taken. Another problem is in communicating clearly to students what the regulations for discipline are--and what constitutes infractions of the rules.

The Solution

The Alexandria, Virginia school system has established clear policies for dealing with disciplinary problems and a system for reporting incidents in its three schools--one high school (2,500 students) and two junior high schools (1,400 and 1,200 students). All of the 5,100 students are issued copies of the discipline policies each year and review them with their teachers. Standardized reporting forms are used in all schools for reporting disciplinary disturbances to administrators. A computer compiles data on misbehaviors and supplies monthly printouts. These printouts have proved to be an extremely valuable tool in providing administrators with comprehensive data on the status of discipline problems.

Guidelines for Discipline

In 1971 concerned faculty and school board members met to discuss the growing problem of discipline in the city schools. Like other teachers and administrators across the country, they were experiencing greater problems with classroom discipline, and it was becoming more and more difficult to give full attention to teaching.

The first step in lessening discipline problems was to establish a student code of behavior. Guidelines for Discipline were developed which clearly outlined policies for discipline, disciplinary action, and student behavior. These guidelines were published and have been updated and expanded each year by committees of students, parents, faculty, and administrators. Copies of Guidelines for Discipline are sent to each student before the beginning of the school year. Extra copies of the brochure are kept at each school for incoming students, and teachers review the guidelines with students at the beginning of each school year.

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The guidelines define breaches of discipline (such as, use of tobacco, drugs, or alcohol; academic dishonesty; carrying weapons or explosives to schools) and suggest disciplinary actions (such as denial of privileges, in-school suspension, suspension, expulsion) that might be instituted by particular schools. Other sections of the guidelines contain procedures for disciplinary actions, appeals before the school board, and student complaints as well as a bus ordinance, State and Federal laws, city ordinances, and a student bill of rights. A new student athletic policy is included in the 1979-80 student guidelines. City schools have implemented a weekly eligibility program for athletes participating on sports teams. To qualify to play, the student must present a card signed by all teachers each week verifying the student has attended classes and worked satisfactorily. Other rules concerning athletic policy are also detailed.

The System for Reporting Incidents

Each year the Alexandria assistant superintendent of pupil services meets with teachers in four sessions and reviews the rules for behavior set forth in the guidelines. The Alexandria school system's reporting system for discipline problems is introduced, and teachers are encouraged to make reporting a part of their daily job. School principals are also asked to enforce discipline rules consistently and to comply with the system.

The process developed by the school system for reporting discipline problems is as follows:

1. A misbehavior occurs. Incidents range from minor to serious--misconduct in the classroom, fighting, vandalism, use of drugs.

2. The teacher deals with the incident and completes a preprinted Student Referral Card. (See Attachment A for a copy of this form.) The teacher fills in the student's name, address, and phone number and checks the kind of misbehavior (12 are listed), action taken previously by the teacher, and action previously taken by the principal. The form is forwarded to the principal.

3. The principal completes a Discipline Report Form on the student incorporating information from the Student Referral Card and additional information about the student and the incident. (See Attachment B for a sample of this form.) The student's age, sex, race, record of attendance, grade level, and instructional level in reading and math are categorized. In addition, specific information about the incident is included: against whom the offense was committed (teacher, student, etc.), where the offense took place (hall, classroom, etc.), witnesses to the offense, and the category of offense (major or minor). Major incidents include possession of alcohol, drugs, or weapons; minor incidents include fighting and disrupting class. The disciplinary action to be taken and referrals to other agencies (learning center, counselor) are recorded.

4. The Discipline Report Form is sent to the computer center and copies are forwarded to the office of the assistant superintendent of pupil services and the assistant superintendent of elementary and secondary education. The data from the Discipline Report Form is coded on printouts. Students are identified only by number. The age, sex, grade, offense, and all other information from the Discipline Report Form are included, but are coded and categorized for easy reference.

5. Followup is planned. After the data are assembled, the teacher and/or principal decide if a letter describing the incident should go to the parents. Letters are always sent if a suspension, expulsion, or detention is suggested. A copy of the letter, which generally summarizes the details of the misconduct, action taken, and recommendations for the parents, is filed with the assistant superintendent for pupil services.

6. Computerized monthly printouts of all behavior disturbances are forwarded to the assistant superintendent for pupil services and the assistant superintendent of elementary and secondary education. In addition, each principal receives a monthly tally of disturbances in his or her particular school. Data is also presented to school board officials or security personnel by the assistant superintendents when pertinent.

The Computer System

The data contained in the monthly printouts furnish pertinent information about discipline problems in an organized format and provide administrators at the superintendent level with a comprehensive overview of student misbehaviors in all three schools. Because the data provide an accurate record of misbehaviors, problem areas (in the school), problem students (those who have repeatedly been sent for disciplinary action), and problems that keep recurring (possession of drugs or alcohol) can be targeted and preventive measures can be instituted.

As a result of the data on misbehaviors, monitoring plans have been established. Principals are required to present monitoring plans to the office of the assistant superintendent each year which include teacher assignments between class hours, during lunch hours, and before and after school as well as administrative assignments during the day and bus duty assignments. The monitoring plans are revised when data indicate problem areas. For example, several years ago, students complained that the restrooms were unsafe. Data from the reporting system verified that the bathrooms were high incident areas, and a full-time monitor was assigned to restrooms. Since then, the number of incidents has been greatly reduced.

The data have also been helpful in planning workshops and other special programs to meet specific needs. For example, several years ago a review of data showed that many students who had discipline problems also were deficient in reading and writing. Special instructional reading programs were established for such students. Reading and math levels are specified on the Discipline Report Forms for exactly this reason: it is important to know if those students causing trouble are also in trouble academically so that referrals can be made and special classes or workshops can be recommended. Additionally, if parents are notified of their child's discipline problems, academic problems can be mentioned.

The uniformity of reporting discipline incidents has helped in establishing set sanctions in all schools. Several years ago, discipline actions varied for misbehaviors. One student caught with drugs was expelled, another was reprimanded. Now punishments are uniform. For example, a student caught with drugs is automatically suspended for 5 days and sent to the superintendent who hears the case. The student's parents are contacted and must meet with administrators before the student is allowed back in school. The second time the student is found possessing drugs, he or she is expelled and must appear before the Board of Education before being reinstated in the school. This procedure is the same in all schools.

The data are also useful in tracking a particular student's records. For example, if the superintendent, who is responsible for all printouts, notes that a student number turns up frequently on printouts and the student has been involved in disturbances several times, the superintendent can inquire further about the student and suggest alternative programs the student might participate in or make referrals to the student or the student's parents. Students may be referred for counseling, medical attention, or special classes.

As already noted, students are identified by number on the monthly printouts. Names are not used. The superintendent can find the student's identity only by contacting the individual school principal. Because the printouts are considered confidential material, school principals receive only the monthly printouts of their individual school's records, and school board members are presented with data from the printouts only when pertinent. Printouts are not for general perusal and can be used only by those designated.

Other Programs Affecting Discipline

In conjunction with the guidelines and the data collection on discipline, several other programs have been initiated in the Alexandria school system aimed at lessening discipline problems and motivating students. These include--

- Alternative education programs--Secondary students with behavior problems are isolated from their classmates in special classes and work at their own pace on material.

- Monitoring plan--Principals provide the administration with a monitoring plan noting exactly where and when monitors will be used in the learning environment.

- Consistent rulings--School administrators are encouraged to enforce the discipline code consistently in all schools.

- Parental involvement--Parents are involved as much as possible in the resolution of behavior problems and are notified when misbehaviors occur.

- Open door policy--Visitors are allowed to visit at any time with the permission of the school principal.

- Youth forums--Forums of students, administrators, police officials, and city recreation personnel meet to discuss problems.

- Office of pupil services--The office works closely with city agencies to provide services for students. Agencies include Alexandria Community Mental Health Center--Drug Storefront and Youth Referral Center; Alexandria Health Department, Division of Alcoholism Services; Second Genesis, Inc.; Big Brothers; and Urban League of Northern Virginia.

Results

The Guidelines for Discipline which clearly delineate the boundaries of acceptable and unacceptable behavior have served to establish the rules not only for the students but for teachers and administrators as well. Several years ago the guidelines held up in court when a student challenged a particular disciplinary action as being unfair. Because the code clearly defined that the student's activity was negative, the school was able to defend its disciplinary action. During the 1978-79 school year, the Virginia State Board of Education required all schools in the state to formulate similar codes for behavior.

The discipline reporting system and the computerized printouts have proved valuable to administrators involved with monitoring school problems and setting policies for students. Alexandria school personnel feel that the system is a success and that discipline issues have subsided. Problems now seem manageable because there is a larger system for dealing with issues. Furthermore, data are easily transferable to others, such as school board officials, who also form policies and set programs for students.

Replication Issues

Discipline guidelines can be replicated in any system, and the computerized discipline incident system can also be replicated easily in school systems with their own computers, or in those where computer services are available. Computer printouts can be designed according to the needs of the school system.

Required Resources

Although the Alexandria school system purchased its own computer this year, previously the school system contracted with the city for all of its computer services which totaled about $100,000. No precise cost is available for the discipline compilation and printouts, although estimates range from $4,000 to $5,000. The cost of printing the student guidelines was $4,800 for the 1979-80 school year.

References

Guidelines for Discipline, 1979-80. Alexandria City Public Schools, Alexandria, VA. (This handbook is available in the NSRN compendium as listing number VI B 2.32).

Contact

Dr. Charles H. Jackson
Assistant Superintendent for
Pupil Services
418 South Washington Street
Alexandria, Virginia 22313

Attachments

Attachment A - Student Referral Card

Attachment B - Discipline Report Form

Attachment A

_____ HOUSE

STUDENT REFERRAL CARD

_____ NAME

_____ ADDRESS

_____ PARENTS

_____ HOME PHONE

_____ BUSINESS PHONE

Referred by _____ Date _____

REASON FOR REFERRAL:

- ☐ Misconduct in classroom
- ☐ Damage to school property
- ☐ Failure to obey school regulations
- ☐ Excessive tardiness—indicate dates
- ☐ Fighting
- ☐ Disrespect to instructor
- ☐ Leaving school grounds without permission
- ☐ Refuses to return required reports
- ☐ Refuses to report after school
- ☐ Refuses to remain in a designated area
- ☐ Smoking in an unauthorized area
- ☐ Truant from class or other activity
- ☐ Other
- ☐ Please see Referrer

ACTION PREVIOUSLY TAKEN BY TEACHER

- ☐ Made several reprimands
- ☐ Kept student after school
- ☐ Had conference(s) with parent
- ☐ Made referral to Dean
- ☐ Other

ACTION TAKEN BY DEAN

- ☐ Contacted parent
- ☐ Reprimanded
- ☐ Special duty assigned
- ☐ Other
- ☐ Please see Dean

COMMENTS

Source: Alexandria City Public Schools

Attachment B

ALEXANDRIA CITY PUBLIC SCHOOLS
Discipline Report Form

I. School PG H JA FH GW TC Student's Name _____

Age _____ Student's I.D. Number _____

Race 1 2 3 4 5 Grade 7 8 9 10 11 12 Sex F M

Attendance: Ab/Ex _____ Ab/Unex _____ Total _____ Instructional Level: Reading _____ Math _____

II. Description of Infraction (circle one)

A. Offense Against:

1. Student
2. Teacher
3. Administrator
4. Other Staff
5. School
6. Property

B. Place of Offense:

1. Hall
2. Classroom
3. Stairway
4. Outside on Campus
5. Outside off Campus
6. Restroom
7. Cafeteria
8. Bus
9. Gym
10. Library
11. Office
12. Other

III. Offense

A. See attached letter or form, if applicable

B. Witness(s) to Incident:

_____

_____

C. Hearing Witness(s):

_____

_____

D. Category of Offense (Circle One)

MAJOR

1. Assault/Battery
2. Larceny
3. Robbery
4. Blackmail
5. Property Damage
6. Unlawful Assembly
7. Disturbing Public Assembly (Disorderly Conduct)
8. Malicious Threats. Property, Person
9. Alcohol
10. Drugs
11. Weapons Possession
12. Other _____

MINOR

13. Fighting (Disorderly Conduct)
14. Profanity/Abusive Language/Gestures
15. Trespass
16. Dishonesty
17. Truancy/Cutting Class
18. Persistently Troublesome Conduct
19. Class Disruption
20. Use of Tobacco
21. Police Truancy Project
22. Violation of Bus Ordinance
23. Other _____

IV. Disciplinary Action Taken (Circle One)

A. Detention

B. Denial of Privileges: Explain _____

_____

C. Letter Sent Home/Verbal Reprimand

D. Exclusion From Class: Attach Form
Sent Home Pending Parent Conference

E. Conference – Type:

1. Student/Administrator
2. Student/Parent/Administrator
3. Student/Parent/Teacher/Administrator
4. Student/Parent/Counselor/Administrator
5. Other _____

G. Referred To:

1. Learning Center
2. Counselor
3. Pupil Services
4. Home School Counselor
5. Other _____

H. Suspension 1st 2nd 3rd 4th more _____
(attach suspension letter)

1. To Home: No. of days _____
2. In-School
3. To Superintendent's Office

I. Referred to Superintendent's Office with Recommendation for Expulsion

V. Special Testing

_____ _____

_____ _____

VI. Parents of Offended Person (Victim) notified and conferred with, if applicable.
(Must be completed if 11-A-1 is circled)

Yes No Date _____ Time _____

_____
Signature of Person Preparing Report

Date of Report _____

Copies to:

White – Assistant Superintendent for Pupil Services
Canary – Principal/Assistant Principal
Pink – Cumulative Folder
Goldenrod – Parents

Source: Alexandria City Public Schools

Course Agenda by Module

Course 2 - Discipline

Module 2.2 - Discipline and School Law

Total Time 1 hour and 15 minutes

Module Summary

The major legal cases and concepts affecting the day-to-day operation of a school discipline program are introduced. The module is designed to assist school personnel in taking disciplinary action without treading on legally protected rights of students.

Activity/Content Summary	Time
1. Introduction The purpose and scope of the module are explained.	15 min.
2. Aspects of School Law The following topics are reviewed:	15 min.
A. Overview of Legal Issues Affecting Secondary Schools The Supreme Court 1967 Gault decision granted juveniles the same Constitutional rights as adults.	
B. Review of the Tinker Case: Freedom of Speech for Students In 1969 the Supreme Court extended freedom of speech to students in schools.	
C. Review of Limits on Student Speech Freedom of speech does not entitle students to interfere with the educational process.	
D. Review of Symbolic Speech Issues Students have the right to symbolic expression, but the manner of expression cannot intrude upon others or interrupt the educational process.	
E. Review of Appearance Issues There has been no Supreme Court ruling on dress and grooming. Most states have granted students the right to decide on dress and hair within the limits of cleanliness and safety.	

Activity/Content Summary	Time
F. Review of Goss: Due Process Students have the right to oral or written notice of charges, along with the opportunity to respond to charges if being suspended or expelled.	
G. Review of Due Process: Not Applicable to Corporal Punishment Ingraham v. Wright, 1977, held that school systems need not afford students any form of hearing prior to administering corporal punishment but students do have due process rights if they believe they have been wrongly punished.	
H. Review of Common Law Principles on Corporal Punishment Common law principles regulate the use of corporal punishment.	
I. Summary	
3. Videotape Viewing: "A Locker Search" A videotape is shown illustrating how one principal conducted a locker search.	5 min.
4. Small Group Discussion of Search and Seizure Problems Participants break into small groups and, using a list of case study questions, review what actions the principal and student took that were helpful in dealing with the situation and what actions were not helpful.	15 min.
5. Participant Reporting-Out Members share their comments on the search and seizure problems with the large group.	10 min.
6. Videotape Viewing: "Locker Search--A Better Way" Participants review a second illustration of the problem, however, this time the search is conducted a better way.	10 min.
7. Wrap-Up	5 min.

About the Module

Course 2 - Discipline

Module 2.2 - Discipline and School Law

Objectives

Participants will be able to--

1. Describe implications of the major court cases affecting the secondary school system, e.g., Goss, Wood, Tinker, Gault, and Ingraham

2. Define due process and state its components

3. List several examples of when the right to free speech has been violated

4. Know under what conditions and how to--

   - Provide due process
   - Conduct a locker search
   - Grant or limit free speech and freedom of expression
   - Enforce a dress code.

Description of Materials

Transparencies

2.2.1 - 2.2.9 Transparencies summarize major legal cases and concepts currently affecting the secondary school system. Topics include legal issues affecting the school, Constitutional rights, student speech, symbolic speech, dress, Goss, Ingraham, Wood, and corporal punishment.

Audiovisuals

2.2.1 - 2.2.2 Vignettes of "A Locker Search" and "A Locker Search--A Better Way" are used to illustrate a poor way and a better way of implementing a locker search.

Handout

2.2.1 Case Study Questions: What Happened?

Background Material

2.2.1 "Legal Issues Impacting the Secondary Schools"

Course 2 - Discipline

Module 2.2 - Discipline and School Law

Background I-D 2.2.1.

Background Materials

Legal Issues Impacting Secondary Schools

Adapted from the Student Discipline Handbook by Johnny Purvis of the University of Southern Mississippi and based upon information from the following State Departments of Education:

Alaska
Arkansas
California
Illinois
Iowa
Louisiana
Maine
Michigan
Nevada
New Jersey
New Mexico
New York
North Dakota
Ohio
Pennsylvania
South Carolina
South Dakota
Utah
Vermont
West Virginia

INTRODUCTION

On a daily basis, school staff members must solve student discipline problems. Often these decisions involve legal ramifications. What are the basic areas of student rights? And how do we implement discipline decisions and yet not abridge these rights? For example:

> What can be done if students publish shocking and offensive views in the school newspaper?
>
> Who decides what dress standards students must follow?
>
> What happens when a gun is believed to be hidden in a student's locker?

The following information is intended to provide an overview of the major areas of student rights and to suggest how school officials may take discipline action while not ignoring protections granted to students.

A bibliography of further readings is attached. Additionally, the reader is referred to the "Handbook of Selected Discipline Policy Statements" for illustrations of how different states and school districts have implemented these policy guidelines. Much of what is written herein is a summary of these materials. However, this information is not intended to be a substitute for competent legal advice. Laws and court interpretations vary in different parts of the country. We strongly recommend that any regulations, rules, or procedures that your school contemplates adopting be reviewed by competent legal counsel before they are issued.

STUDENT PRIVACY: SEARCH AND SEIZURE

Students possess the right of privacy of person as well as freedom from unreasonable search and seizure of property guaranteed by the Fourth Amendment of the U.S. Constitution. That individual right, however, is balanced by the school's responsibility to protect the health, safety, and welfare of all its students.

Locker searches by school authorities without a search warrant have been generally upheld by the courts. Arbitrary and indiscriminate searches should be avoided and all searches should be limited to a reasonable cause to believe that a student is secreting evidence of an illegal act. School officials should seek counsel prior to a search unless confronted with an emergency which poses a direct threat to the safety of the school community. The student should be given an opportunity to be present when the search is conducted unless, as previously stated, an emergency exists that threatens the safety of the school and/or individuals.

In Louisiana, in 1975, a district court ruled in State v. Mora that "search on school grounds of students' personal effects by school officials who suspect presence or possession of some unlawful substance is not a specifically established and well delineated exception to search warrant requirement, and fruits of such a search may not be used by the State as a basis for criminal proceedings against the student. Public school principals and teachers are government agents within purview of the Fourth Amendment's prohibition against unreasonable searches and seizures, thus their students must be accorded the constitutional right to be free from warrantless searches and seizures. Applicability of constitutional prohibitions against unreasonable searches is limited to cases where seizure is effected by government agencies, and at the same time, fruits of searches and seizures conducted by private persons are not subject to exclusion." The Louisiana State Supreme Court upheld the aforementioned ruling.

When principals or other school officials receive what they believe is reliable information that evidence of a crime is located on a student's person or his or her property, they should request assistance from the authorities and a valid search warrant should be secured. Likewise, the police should ordinarily not be permitted to search a student's property or locker without a valid search warrant unless the search comes within one of the exceptions to the Fourth Amendment's search warrant requirements.

Suggested Procedures Regarding Search and Seizure

It is suggested that the following determinations be made by school officials relative to the seizure of items in the student's possession and the search of the school property (locker, desk, etc.) assigned to the student.

1. There is reasonable cause to believe that possession constitutes a crime or rule violation, or that the student possesses evidence of a crime or violation of law.

2. There is reason to believe that the student is using his/her locker or property in such a way as to endanger his/her own health or safety or the health, safety, and rights of others.

3. There is reason or belief that there are weapons or dangerous materials on the school premises. As such school officials must retain the right to act--to search students' desks and/or lockers, and to seize in cases of emergencies--such as in the event of fire or bomb threat.

When locker checks are made in the exercise of fundamental school authority, students should be informed within the context of general school rules at the beginning of each term. In cases of clearly defined emergencies and the lack of availability of the students assigned to a locker, the principal or his or her designee(s) possess the authority to enter. The student, however, should be informed as soon as possible.

STUDENT SPEECH

The First Amendment to the U.S. Constitution guarantees the right of freedom of speech to all Americans, including students. However, the constitutional guarantee does not include license to interfere with the orderly conduct of classes, to coerce others to participate in a particular mode of expression, or to violate the rights of those who disagree with a given point of view.

Student speech may be subject to disciplinary action by school officials if such speech--

1. Is slanderous; i.e., spoken maliciously or without regard to the truth of the assertion

2. Clearly and immediately incites others to damage property or physically harms others

3. Materially and substantially interferes with the normal operation of the school.

Symbolic Speech: Buttons, Armbands, and Other Badges of Symbolic Expression

The United States Supreme Court has upheld the right of students to wear or display buttons, armbands, flags, decals, or other badges of symbolic expression, where the manner of expression does not materially intrude upon the orderly process of the school or the rights of others.

In a number of cases since the Tinker decision, various courts have addressed themselves to the question of whether or not particular instances of symbolic expression intruded upon the orderly process of the school or the rights of others. For example, a court (Butts v. Dallas Independent School District) has ruled that the wearing of armbands could not be restricted merely because the possibility of disruption existed. However, a court (Gazik v. Drebus) ruled against the wearing of buttons where evidence established that the ban was necessary to preserve discipline in a racially tense high school. Still another court (Hernandez v. School District Number 1, Denver, Colorado) affirmed suspensions of students for wearing black berets where the beret was worn as a symbol of the power to disrupt, and there was evidence of actual disruption.

Buttons, armbands, and other badges of symbolic expression must not contain materials which are obscene or libelous, or which advocate racial or religious prejudice.

PERSONAL APPEARANCE: DRESS AND GROOMING

Essentially, students have been allowed to govern their own appearance. To limit or curtail student dress and grooming, the State has a "substantial burden or justification."

For regulations on hair length to be valid, the school board must show that there is an overriding public purpose to be served by limiting students' rights to appear in school with long/short hair. Such justification might include evidence that long hair causes an actual disruption of the educational process, or that the length or style of hair constitutes a health or safety hazard, but only after the fact, and not in the form of prior restraints. Where length of hair is a problem, as in shop class, some type of head covering may be required. The student's right to govern the length of his or her hair also includes facial hair.

A school board or school official may not impose limitations on dress in which fashion or taste is the sole consideration, even if a majority of students have approved a student dress code. School authorities may require certain types of clothing to be worn in special extracurricular activities (band, athletics, physical education, etc.).

SPEAKERS AND PROGRAMS

Students and student organizations in consultation with school officials should be free within reasonable constraints to invite and hear speakers of their choosing.

Where program speakers have engaged in conduct which violates constitutional standards embodied in State law, and there is reason to believe that they will repeat such conduct, school officials have authority to prohibit such program participation.

If a school allows some outside speakers to use school facilities, it may not deny other similar speakers the use of these facilities merely because such speakers are deemed controversial or undesirable by school officials.

School authorities may regulate the times and locations of speeches and assemblies and may require advance notice in order to avoid conflicts and ensure proper protection of the school community.

FREEDOM OF PRESS AND LITERATURE: SCHOOL SPONSORED PUBLICATIONS

Official school publications such as school newspapers should reflect the policy and judgment of the student editors. Students have the responsibility to refrain from libel and obscenity and to observe the normal rules for responsible journalism. Within these bounds, student papers are as free as other newspapers.

Students have a right and are as free as editors of other newspapers to report the news and to editorialize. School officials have a responsibility to supervise student-run newspapers published with school equipment and remove obscene or libelous materials as well as edit material that would cause a substantial disruption or material interference with school activities.

The above is subject to the following:

1. School officials may not censor or restrict material simply because it is critical of the school or its administration; however, such material should contain a byline identifying the writer.

2. Rules of the school for prior submission for review of obscene, libelous materials, and material advocating illegal actions, should be reasonable and not calculated to delay distribution.

3. If prior approval procedures are established, they should identify to whom the material is to be submitted; and the criteria by which the material is to be evaluated need to be narrow and specific with a limitation on the time within which a decision must be made. If the prescribed time for approval elapses without a decision, the literature shall be considered as authorized for distribution.

Staff members may be held responsible for materials which are libelous or obscene, and such publications may be prohibited. If in doubt concerning the libelous or obscene nature of a statement, staff members should, through appropriate channels, consult the school's district attorney.

FREEDOM OF ASSEMBLY

Students have the right to peaceably assemble, demonstrate, and picket and to petition and organize on school grounds or in school buildings. Exercise of the right of an individual to assemble, picket, and demonstrate shall be denied him/her only on occasion when his/her acts substantially and directly endanger physical health or safety, damage property, or seriously and immediately disrupt the activities of others. It is the school's responsibility to protect the students' rights to free speech and assembly guaranteed by the First Amendment from abridgement by any person or persons.

To insure that the students' activities do not substantially disrupt the educational process, it is their responsibility to observe the following rules:

1. Meetings shall be scheduled in advance.

2. Normal school activities may not be disrupted.

3. The meeting shall not be such as may be likely to create a substantial danger to persons or property.

4. If a crowd is anticipated, a crowd control plan shall be filed in the appropriate office well in advance of the meeting.

If you wish to read further regarding the preceding issues:

Institute of Judicial Administration, American Bar Association. Standards Relating to School Education. Bainbridge, Mass.: Ballinger Publishers, 1976.

National School Public Relations Association. Suspensions and Expulsions. Arlington, VA, 1976.

Ware, M., and Remmlein, M. School Law. Danville, Ill.: Interstate Publishers, Inc., 1979.

Hyman, I. "A social science review of evidence cited in litigation on corporal punishment in the schools." Journal of Clinical Child Psychology, VIII, no. 3 (Fall 1978): 195-199.

Purvis, J. Student Discipline Handbook: A compilation of procedures, regulations, and student rights as developed by State departments of education in the United States. Hattiesburg, Miss.: Department of Curriculum and Instruction, University of Southern Mississippi.

South Dakota Department of Education and Cultural Affairs. Standards and Guidelines for Providing Due Process of Law to the South Dakota Student.

Course Agenda by Module

Course 2 - Discipline

Module 2.3 - Establishing Effective Discipline Policies

Total Time 65 minutes using Option 4A
55 minutes using Option 4B

Module Summary

The policies which define behavior expectations for students form the backbone of any good discipline program. This module reviews the importance of developing fair, clearly articulated discipline policies, provides examples of due process policy statements, and offers approaches to policy development by consensus.

Activity/Content Summary	Time
1. Introduction	5 min.
A. Purpose of the Module	
B. Rationale for Good Discipline Policies	
The legal requirements and behavioral benefits of having clear, comprehensive policy statements are presented.	
2. Elements of a Good Discipline Policy	15 min.
A. Overview of Policy Elements	
The group provides elements of a discipline code. Trainer refers to the NSRN Resource Handbook on Discipline Codes.	
B. Relating Policy Elements to Various Groups	
The need to have policy in different forms for different audiences is stressed.	
C. Summary of Elements	
3. A Policy Example	10 min.
A. Review of Due Process Considerations or of Sample Discipline Code	
B. Ways Schools Articulate Due Process Rights	
A sample student rights orientation is presented.	

Activity/Content Summary	Time
Optional Section	
4a. The Issue of Student Involvement in Policymaking	40 min.
A. Summary of Issues to Consider in Policymaking Trainer refers participants to background material on policy issues.	
B. Importance of Student Input Student "buy-in" through involvement is stressed.	
C. Ways to Achieve Student Input	
D. Reaching Consensus	
E. Small Group Activity with Worksheet: Modified Delphi Method for Achieving Consensus After an explanation of modified Delphi, participants complete worksheet, Survey of Critical Behavior Incidents, and small groups work through the Delphi process.	
or	
Optional Section	
4b. Some Issues and Answers in Developing Effective Discipline Policies	15 min.
A. How Do We Involve Students?	
B. How Do We Involve Faculty, Community Members, and Administrators?	
C. How and When Do We Inform School and Community Members about the Code?	
D. How Do We Ensure that Students Read and Understand Statements of Rights and Responsibilities?	
E. Other Issues in Developing Effective Codes	

About the Module

Course 2 - Discipline

Module 2.3 - Establishing Effective Discipline Policies

Objectives

Participants will be able to--

1. List three reasons for having clear discipline policies
2. List various ways a due process policy can be promulgated in the school
3. List several ways to achieve student input into policy decisions.

Description of Materials

Transparencies

2.3.1 - 2.3.12 Transparencies illustrate due process issues and how several schools have written policies in response to these laws. Additionally, the modified Delphi technique for reaching group consensus is presented.

Participant Worksheet

2.3.1 Survey of Critical Behavioral Incidents

Handout

2.3.1 Delphi Technique Recorder's Sheet

Background Materials

2.3.1 Some Issues and Answers in Developing Effective Discipline Policies
2.3.2 The Delphi Technique
2.3.3 Due Process in the Schools

Resource Materials

R.2.3.1 NSRN Resource Handbook on Discipline Codes. The Handbook contains commentary, guidelines, and numerous policy illustrations from "good" codes. Topics include all issues that must be addressed in a discipline code, e.g., rights and responsibilities, sanctions, search and seizure procedures, etc. (Handbook is available from NSRN.)

Course 2 - Discipline

Module 2.3 - Establishing Effective Discipline Policies

Worksheet I-D 2.3.1

Participant Worksheet

Survey of Critical Behavioral Incidents

Please respond to the following behavioral incidents by circling one of the five digits to indicate its approximate seriousness in your opinion.

KEY: 1 - not a disciplinary issue
2 - not serious/teacher enforcement
3 - somewhat serious/administrator or counselor involvement
4 - serious/suspension or alternative
5 - extremely serious/expulsion and police involvement

	BEHAVIORAL INCIDENT	SERIOUSNESS				
1.	Theft of school property	1	2	3	4	5
2.	Excessive talking in the classroom	1	2	3	4	5
3.	Indecent language or gesture directed at an individual	1	2	3	4	5
4.	Threatening school employee with physical harm	1	2	3	4	5
5.	Bringing weapons or potential weapons to school	1	2	3	4	5
6.	Defacing school property	1	2	3	4	5
7.	Petting in any form	1	2	3	4	5
8.	Cheating in the classroom	1	2	3	4	5
9.	Fighting	1	2	3	4	5
10.	Throwing litter on school grounds	1	2	3	4	5
11.	Not bringing books and related materials to class	1	2	3	4	5
12.	Cutting class	1	2	3	4	5
13.	Disobeying requests of school employees	1	2	3	4	5
14.	Habitually breaking "dress codes"	1	2	3	4	5
15.	Smoking	1	2	3	4	5
16.	Throwing objects in the classroom	1	2	3	4	5
17.	Body odors	1	2	3	4	5
18.	Extortion of fellow students	1	2	3	4	5

Adaptation of "Critical Behavioral Incidents: Seriousness of the Incident," by Dr. John Purvis, University of Southern Mississippi.

Course 2 - Discipline

Module 2.3 - Establishing Effective Discipline Policies

Background I-D 2.3.1

Background Materials

Some Issues and Answers in Developing Effective Discipline Policies

NOTE: The following ideas have been collected by NSRN staff in developing this curriculum. We thank the educators who have shared them, and welcome additional suggestions.

1. Many schools have found it useful to involve students in formulating discipline policies and give them a way to change the rules.

   In Philadelphia, students are appointed by the Student Council to serve on discipline policy boards.

   In several Los Angeles schools, students run for election to serve on discipline boards.

   A New York school administration appoints several students to help write policies.

2. Faculty, community members, and administrators also need to be involved in writing the rules.

   New York City uses a "consultative council" composed of parents, faculty, and staff to write and modify policies. This council also may solicit student input.

   Chicago has a Child Parent Education Center which acts as a policy recommending body.

   A Dallas high school has started a community-school management team named "Partners in Educational Planning." This group identifies and prioritizes behavior problems in the school. Membership is opened to all interested persons and open meetings are held monthly.

3. Periodic review keeps students, faculty, parents, and community members aware of the rules and discipline procedures.

   New York schools include a copy of the rules in the student handbook and pass out copies yearly to all students and staff.

   A Baltimore City principal reviews the rules in the homeroom at the beginning of each year and periodically reviews specific rules on the PA system as situations arise.

   Copies of the rules can be printed up and passed out like a newspaper (Chicago) or posted on conspicuous bulletin boards.

In the Dallas school system, each faculty member reviews the student handbook during the first period of the first three days to explain and clarify rights and responsibilities. Emphasis is given to the reasons behind the rules.

4. The New Jersey School Board Association recommends that the following criteria be applied to every rule:

   a) Is the rule necessary for the orderly, effective operation of the school?

   b) Does the rule involve some suppression of freedom?

   c) If so, is the restriction on the freedom any greater than is reasonably necessary for the orderly functioning of the schools?

   They also point out that non-essential and unenforceable rules are useless (e.g., chewing gum, skateboards).

5. Rights carry responsibilities - codes should define the responsibilities that go with the exercise of those rights.

   Illinois schools teach and test students on the rules. We cannot necessarily assume all students know how to behave.

6. Special arrangements should be made to orient transfer students to the school rules.

   Milwaukee has an "induction center" where school information is shared before the student goes into the regular classroom.

7. It is better if students know what will happen if they break specific rules.

   A San Francisco school, for example, surveyed its teachers and asked them what consequences should follow such rule violations. A rule-consequence chart was prepared enabling students to anticipate possible sanctions following rule violations.

8. Consider shifting the management of serious behavior problems from individual staff members to teams.

   L.A. schools form grade teams among teachers working with the same students.

9. Beyond what the law forbids and the Constitution insures, administrators are often faced with specific problems not addressed by these laws.

   Both New York City and Evanston, Illinois face this issue by stating their philosophy about student rights in an umbrella policy at the beginning of their codes.

10. Several schools in Chicago collect, maintain, and disseminate data on student behavior to school board officials, parents, and others interested in the community.

11. Consequences of rules violations can have a logical and functional relationship for the offices.

> In Berrien County, Michigan students are not only required to work-off a violation but their jobs are often such that they can directly encounter the consequences for the victim. For example, a student who injures someone works as a volunteer in a hospital; a student who steals a book works in the Lost and Found section of the school library.

12. In writing discipline policies and disciplining students consider the following thoughts:

    - Statements of student rights and responsibilities should be brief, clear, and readable.

> "Courts consistently have thrown out loosely written or vague discipline codes. The word 'misconduct' has been ruled unconstitutionally vague. So has 'extreme styles' of dress or grooming. So has 'in the best interests of the school'. Ambiguous words--the backbone of school discipline for more than a century--will no longer do."
>
> National School Public Relations Association

    - Once students are informed of the rules, they should be required to abide by them.
    - Disciplinary actions should take place on an individual basis and in private.
    - Avoid intermixing academic evaluations with discipline evaluations.
    - Modeling is one of the most effective forms of teaching and learning.
    - It cannot be assumed that students know how to behave in school. Some schools teach and test students on the rules of behavior.
    - Consider eliminating non-essential or unenforceable rules, e.g., chewing gum and skateboards.
    - Offer special privileges to students who regularly obey the rules.

- The most frequently disobeyed rules are those which are:

  related least clearly to the popular perceptions of school functions,

  have been poorly communicated to students,

  enforced least consistently by teachers and administators.

Course 2 - Discipline

Module 2.3 - Developing Disciplinary Policies

Background I-D 2.3.2

Background Materials

The Delphi Technique

The Delphi technique is an attempt to improve the utilization of experts in analysis, evaluation, and forecasting. It uses informed intuitive judgments in a format other than the committee meeting.

The panel or committee-approach to problem analysis has a number of drawbacks. A major defect is that most committees do not make either their reasoning or their assumptions explicit. Committees also tend to operate by seeking a consensus among the views of their members; thus many minority views and alternatives tend to get buried before a final report is written. Often a "bandwagon" syndrome takes hold, putting pressure on members of a panel to go along with a majority view. In many instances an authoritative (or vocal) panel member can drive the panel onto a bandwagon. Finally in a committee meeting, it is often difficult for the individual to change his mind once a position has been taken.

Most of the drawbacks of committee operation are due to the interaction of the personalities and psychologies of the committee members. This implies that a better situation for the utilization of the expert would be a panel meeting without face-to-face confrontations, but with adequate communication and interaction (feedback) between the individuals involved. Note that mere elimination of face-to-face contact alone is not sufficient.

A new approach--the Delphi technique--has been suggested to overcome the difficulties discussed above. In one sentence we might say that in its simplest form the Delphi technique is a carefully designed series of individual interrogations (usually best conducted by questionnaires) interspersed with information and opinion feedback. We will explicate the technique with the aid of a simple illustration.

Suppose a panel of experts is convened to estimate the year by which the employment rate among the black population will be the same as that for the white population. Each panel member responds individually--say by questionnaire--and gives an initial estimate (guess or judgment). A central person running the panel arranges the results of the first round of responses in order from highest to lowest and determines the median.

The second round begins with the results of the first round being sent to each panelist. The respondents are then asked to make a new estimate. If their estimates are outside the interquartile range, the respondents are asked to indicate <u>why</u> their judgments were so different from the majority judgment of the group.

This last step forces those with extreme views to either stand behind their judgments--with explicit reasoning--or to move into the majority's range if no strong convictions are held by the respondents.

In the next round, responses (now spread over a smaller interval) are summarized again, and all the respondents are given a summary of reasons offered by those who have taken extreme positions. Another revision is requested based on the reasoning presented. A respondent whose response is still outside of the interquartile range is required to indicate why he remains unconvinced by opposing argument. In a fourth round, these criticisms are resubmitted to the entire panel and a final revision of estimates is requested. The median of these responses could then be taken as approximating the group judgment or more significantly, the range of responses may be presented, representing an ordered, weighted series of judgments, so that one now does not come up with a single answer, but a set of answers with associated priorities.

In the majority of cases where the technique has been applied there seems to be a convergence of opinion and a narrowing of the interquartile range. In some instances a polarization around a single "answer" has been observed. In other cases two or even three modes or peaks may result.

The working of this Delphi technique depends on a number of factors. In the first instance there is always the question of who is an expert when a panel of experts is convened. Little advice can be proffered here on that topic. The only useful hint in the direction of distinguishing "good" experts from "bad" is to ask for self-evaluation within the context of the Delphi game. If the responses to a particular question are weighted to attach more significance to those answers coming from people who indicated (in the private context of the Delphi technique) that they were more expert in some areas than others, it might be possible to converge to a more accurate response.

Of major importance in the operation of the panel is that communication aspects--interaction and feedback--of the total panel are kept as free as possible. Since experts in different disciplines use different languages, the collocation panel, i.e., the man or group running the Delphi, must phrase the questionnaires and models so that all the respondents understand them.

In conclusion, it might be said that the Delphi technique is a rational way of obtaining the collective judgment and opinion of a panel of experts, uninfluenced by the psychological obstacles that influence conventional panel meetings.

A panel of 10 or so people can be run by one man. As a rule of thumb, figure two hours work per panelist per complete Delphi. Expired time for Delphi depends on speed of processing answers and delays in sending them to the panel.

Course 2 - Discipline

Module 2.3 - Establishing Effective Discipline Policies

Background I-D 2.3.3

Background Materials

Due Process in the Schools

Due process is generally divided into the following areas:

- Substantive due process
- Procedural due process.

Substantive due process, which will not be dealt with directly here, is concerned with the issue of equity and fairness in laws and rules. In general, the following criteria are applied:

- The rule must be fair.
- The rule must apply equally to all.
- The rule must be enforced in a fair manner.

Procedural due process--or as it is cometimes called, administrative due process--finds articulation mainly in the rules and regulations covering suspension and expulsion, and grievance and appeals procedures. The State of North Dakota has expressed what it feels are the minimal standards for procedural due process. These standards summarize the major elements involved in the issue:

- Adequate notice of the charges
- Reasonable opportunity to prepare for and meet the charges
- An orderly hearing adapted to the nature and the circumstances of the situation
- A fair and impartial decision.

The right of due process is codified in a wide variety of ways by school districts and local schools throughout the country. The following examples are offered to workshop participants in order to demonstrate different approaches to the issue and to give a better understanding of how due process is operationalized in the school setting. Because due process may vary according to local conditions and legal requirements, the National School Resource Network strongly recommends local legal assistance in the development of due process procedures.

FORMAL HEARINGS

Every effort is made at every school level to resolve problems that arise through the conduct of students which are in violation of the Student's Rights and Responsibilities Document. An informal hearing is heard before the principal or his designee to determine the facts and learn the circumstances of the violation. Witnesses which either of the contesting parties may wish to call are heard and the parents of the student are informed of the violation and the possible consequences. Punishment as prescribed by this document may be administered if it is determined that the violation actually occurred. Parents will be informed by phone or by mail and a conference with them will be required upon the readmission of the student.

As a result of the informal hearing, if the student and his parents feel that they have been agrieved, the following procedural rules for holding formal hearings in expulsion, suspension, and disciplinary cases have been established, for the protection of the rights of students. Provided that the pupil and his parent have not waived their rights to a formal hearing prior to the suspension or expulsion, the following procedure will apply:

1. The student and /or his parents who feel they have been agrieved during the informal hearing, may within 5 days after such informal hearing, send a request for a Formal Hearing to the principal or his designee. This request shall be referred to the Hearing Officer of the School District who shall within 5 days conduct such a hearing. Following the Formal Hearing, he shall state in writing his findings as to the facts, his conclusions, and the disposition to be made.

2. The pupil shall be permitted to inspect in advance of such Formal Hearing any exhibits which school authorities intend to submit at the Fromal Hearing. He shall have the opportunity to be represented by counsel. He shall have the opportunity to present his version as to the charges and to make such showing by way of exhibitis, affidavits and such witnesses as he desires, as well as having the opportunity to question witnesses.

3. If the School District Hearing Officer confirms the sanction that had been imposed upon the student at the informal hearing, the punishment or consequence of the misconduct will be carried out. If the Hearing Officer reverses the decision of the informal hearing, the student shall be reinstated in school and no penalty shall take place.

4. If after this Formal Hearing, the student and or his parent wish to appeal the decision, they may do so directly to the Board of Directors of the Mukilteo School District within 5 days. The Board shall schedule and

Source: Mulkiteo School District No. 6, Everett, Washington

hold a meeting to review the matter with 10 school days from the receipt of the request for the appeal. The same rights of the student shall prevail at the Formal Hearing before the board that were in effect before the Formal Hearing Officer. Prior to Adjournment, the Board shall make its decision known. However, the Board may wish to take one of the following procedures:

1. Agree to study the hearing record and report its findings within 10 school days.
2. Agree to schedule and hold a special meeting to hear further arguments on the case and report its findings within 15 days.
3. Agree to hear the case from the start (de nono) before the within 10 days.

5. Within 30 days of receipt of the Board of Directors final decision, any student and or parent desiring to appeal the action of the Board of Directors regarding their Formal Hearing may serve upon the Chairman of the Board a notice of appeal, such notice to be filed with the Clerk of the Superior Court in the county in which the School District is located.

BOULDER VALLEY SCHOOL DISTRICT RE 2

October, 1978

NOTIFICATION OF DUE PROCESS

Students are to have clearly established means by which "administrative due process" is available to see that the individual's rights are protected. Students are to be involved, singly and collectively, as citizens of the school with the attendant rights of such citizenship and corresponding responsibilities for the proper conduct of their own affairs and those of other students.

Due process may be defined as a course of legal proceedings in accordance with the rules and principles established for the enforcement and protection of individual rights. The concept applies to any dispute between two parties. As a legal concept, enforceable in the courts, it derives its validity from the presence of a court of competent jurisdiction, which has a duty to see to it that the individual's rights are protected. These same conditions are equally necessary to administrative procedures in schools, although they may be discussed and handled in an informal way in most cases.

Of equal importance is the right of school authorities to prescribe and control -- consistent with fundamental and constitutional safeguards -- student conduct in the schools.

Definitions:

1. "Suspension" means the exclusion of a student from attending school activities for a specified and limited period of time as set forth under "Suspension Authority."
2. "Expulsion" means the exclusion of a student from attending school and participating in school activities for a specified period of time not to extend beyond the school year in which the expulsion occurs.

Grounds for Suspension/Expulsion:

1. Continued willful disobedience or open and persistent defiance of proper authority
2. Willful destruction or defacing of school property
3. Behavior which is inimical to welfare, safety, or morals of other pupils
4. Physical or mental disability such that the child cannot reasonably benefit from the programs available

Suspension Authority:

1. A school principal or his/her designee, by written authority of the principal, may suspend a student in his/her school for not more than five school days on the grounds stated in "Grounds for Suspension..."
2. The superintendent of schools may suspend a student for another 10 school days on the grounds stated in "Grounds for Suspension..."
3. The superintendent of schools may extend a suspension for an additional 10 days if necessary in order to present the matter to the next meeting of the Board of Education.

Suspension Procedure:

1. The student will be given oral or written notice by the principal or his/her designee, by written authority of the principal, of the charges against him/her which must be one of those set forth under "Grounds for Suspension..."
2. The student will be provided an opportunity to present his/her side of the story. If the student denies the charges, he/she will be given an explanation of the evidence which the authorities have. This shall not include the right to secure counsel, to confront and cross-examine witnesses or to call his/her own witnesses to verify his/her version of the incident.
3. A student whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be immediately removed from the school by the principal or his/her designee. In such cases, the necessary notice and rudimentary hearing should follow as soon as practicable.
4. If a decision is made to suspend a student, he/she will be notified by the principal or his/her designee, and within one day of the suspension, the school principal or his/her designee shall send a letter to the parent and the student explaining the action taken, stating the days during which the suspension will be in effect, and inviting the parents to meet with the principal for the purpose of discussing the matter if they wish to.
5. Nothing contained in this procedure shall prevent the principal or his/her designee from arranging for parents to attend the meeting with the student at which notice of the charge is given and a hearing is held if necessary, provided that in the judgment of the principal or his/her designee it is in the best interests of the school and the student to do so, and that the meeting can be conveniently arranged.

Expulsion Authority:

1. The Board of Education may conduct the hearing at which the question of expulsion is determined.
2. The Board of Education may delegate the power to expel a student to the superintendent of schools, provided that at its next meeting the superintendent shall report on each case acted upon, briefly describing the circumstances and the reasons for the action.
3. In any case in which the power to expel has been delegated to the superintendent of schools, the decision of the superintendent may, upon the written request of the student or parent, be appealed to the Board of Education. If this occurs, the Board will determine the appeal procedure to be utilized and will promptly advise the student and parent involved.

Expulsion Procedure:

1. The student and his/her parent will be given written notice of the charges against him/her which must be one of those set forth under "Grounds for Suspension/Expulsion."
2. A hearing will be held within 10 school days of the receipt of written charges. The hearing will be before the Board of Education or the superintendent of schools.
3. A student may be suspended pending an expulsion hearing, provided the procedures for suspension are complied with.
4. At the hearing the student may be represented by counsel and will be afforded the opportunity to confront and cross-examine witnesses supporting the charge and to call his/her witnesses to verify his/her version of the incident.
5. The Board of Education or superintendent of schools, as the case may be, will make specific findings in support of any decision reached; and in the event of a decision to expel, the student will be advised of his/her right to obtain judicial review.

Source: Boulder Valley School District RE 2, Boulder, CO

POLICY — RIGHTS AND RESPONSIBILITIES

XIII. DUE PROCESS

A. All systemwide and local school regulations that restrict a student's liberties and rights must have a valid goal and must be reasonably expected to achieve this goal.

B. Reasonable notice will be given regarding the availability of all published policies, regulations, and rules affecting students. The MCPS *Policies and Procedures* and this document should be located in the media center of each school and available to students. Each school should publish its disciplinary statement, developed cooperatively by parents, students, and staff, and make copies available to all students. Students shall not be punished for violating any rules which are not covered by MCPS *Policies and Procedures*, the countywide *Statement on Discipline*, the disciplinary statement issued by the school, or other previously published rules.

C. Procedures for Complaints and Appeals

1. Students have the right to appeal actions of school administrators and student governments restricting student freedom and have the right to appeal actions of school-affiliated student organizations denying a student membership.

2. Each school shall establish procedures for the consideration of student problems and the processing of student complaints and appeals. These procedures should be developed through the cooperative efforts of students, faculty, and administration and shall provide for defined time frames to insure speedy resolution of complaints.

3. The student has the right to impartial, expeditious hearings, preceded by clear explanation of procedures for further appeal; and the student has the right to examine witnesses.

4. Any decision of the principal may be appealed to the area assistant superintendent and the superintendent of schools. (This appeal procedure is outlined in the guidelines to this section.)

5. Nothing in either the local school or countywide appeals procedures shall be construed as limiting the right of any student having a complaint to discuss the matter informally with appropriate school personnel.

6. No reprisals of any kind shall be taken by anyone against any student as a result of a complaint or appeal.

7. Local discipline, grievance, and appeal procedures shall be reviewed annually by local school authorities and student representatives. The MCPS appeals procedure shall be reviewed annually.

IMPLEMENTATION GUIDELINES

XIII. DUE PROCESS

A., B. These sections are designed to provide fair treatment for each student involved in a discipline action or a grievance proceeding. In order to insure such treatment, school rules must be consonant with *MCPS Goals of Education* and published existing laws and regulations. Both the countywide and local school discipline codes should be published and made available to parents, students, and staff members. Enforcement of these rules and procedures shall be based on prudent investigation of the circumstances and judicious interpretation of rules and procedures. Students, on their part, have a responsibility to follow the established procedures in seeking changes in policy or procedures and in attempting to resolve complaints and grievances.

C. Each school shall establish procedures for the consideration of student problems and for processing of student complaints and appeals. These procedures should be developed through the cooperative efforts of students, faculty, and administrators. The administration shall provide for a defined time frame within these procedures so as to insure speedy resolution of complaints. Procedures for hearing and appeals within the local school shall be designed to insure that all particulars of the procedures and option for further appeal are made clear to the complainant before the hearing begins, that the person or persons presiding are able to give impartial consideration to the matter at issue, and that each case is processed promptly and expeditiously. The first steps of such procedures should be designed to allow for a settlement of the problem by the persons directly involved. The use of a school staff member serving as an intermediary is suggested for these early steps.

Additionally, the school principal is responsible for distribution of the local school procedures, for planning the necessary implementation with staff, for assuring that students are informed of their appeal rights, for reviewing and evaluating the procedures at least annually, and for forwarding copies of the local school plan to the area assistant superintendent.

The area assistant superintendent is responsible for ascertaining that all schools within the area have developed procedures for hearings and appeals.

Appeal of the Decision of the Principal

If a student has attempted, without success, to have a problem resolved at the local school level and is not satisfied with the decision rendered, the student may appeal the decision to the appropriate area assistant superintendent and the following steps are carried out:

1. Submitting an Appeal

Within ten school days of the decision of the principal the student may request, in writing, a review of the complaint and appeal the decision to the responsible area assistant superintendent. The statement should include:

a) All pertinent factual information

b) The remedy requested

c) A request for:

(1) A review of the complaint and the decision of the principal or

(2) An informal hearing before the area assistant superintendent

2. Review of an Appeal

a) Upon receipt of a request for a review of a decision rendered by the principal, the area assistant superintendent acknowledges receipt of the request.

b) The area assistant superintendent makes a decision based on the information submitted by the student and any additional information obtained, or the assistant superintendent may establish a five-member board as follows:

(1) The board should be comprised of two students, two teachers, and one administrator selected at random from an area pool by the teacher specialist for student affairs.

(2) The five-member board meets within five school days of the date the board is established to review all information and submit recommendations to the area assistant superintendent for consideration.

(3) The area assistant superintendent makes a decision based on the recommendations of the board, the information submitted by the student, and any additional information obtained.

c) Within ten school days of the date the appeal is received, the area assistant superintendent notifies the student and principal, in writing, of the decision concerning the appeal.

3. Informal Hearing Before the Area Assistant Superintendent

a) Upon receipt of a request for a hearing, the area assistant superintendent does the following:

(1) Acknowledges receipt of the request

(2) Sets the date for an informal hearing (note: the hearing must be held within ten school days from the date the request is received)

(3) Informs all individuals concerned, in writing, of the time, date, and place of the hearing

(4) Notifies the student of the right to present information, evidence, and witnesses

b) The area assistant superintendent is responsible for the following:

(1) Conducting the hearing

(2) Questioning parties to the informal hearing

(3) Providing an opportunity for the student to question parties to the hearing

c) Within five school days after the informal hearing, the area assistant superintendent does the following:

(1) Reviews all data and information presented at the hearing

(2) Renders a decision

(3) Notifies the student and principal, in writing, of the decision and the student's right to appeal the decision

4. Review by the Superintendent (or Designee)

a) The student may appeal the decision of the area assistant superintendent. The appeal must be submitted to the superintendent within ten school days of the receipt of the notification of the decision of the area assistant superintendent and include information to justify the appeal.

b) The superintendent (or designee: deputy superintendent or associate superintendent for administration) reviews the issue and related information.

c) Within five school days of receipt of the appeal, the superintendent (or designee) renders a decision and notifies the student, principal, and area assistant superintendent in writing.

Course Agenda by Module

Course 2 - Discipline

Module 2.4 - Establishing Effective Discipline Practices

Total Time 1 hour and 30 minutes

Module Summary

School personnel are faced with behavior problems on a continuum ranging from mild nuisance to severe violence. This module is designed to equip participants with six different ways of thinking about what causes misbehavior and ways to use these points of view to remedy disturbances. Case examples and a video vignette support the learning.

Activity/Content Summary	Time
1. Purpose of Module The purpose of this module is to look at a broad range of discipline problems from six different perspectives. It is suggested that these six theories may be useful in diagnosing causes of misbehavior and in developing corrective discipline strategies.	10 min.
2. Participants Discuss Discipline Situation I - Darryl Participants are introduced to the six theories of human nature by first selecting a possible remedy for a classroom discipline problem.	5 min.
3. Overview of Six Theories of Human Behavior	15 min.
A. Introductory Comments Trainer explains that each of the approaches to resolve Darryl's discipline problem illustrates one of six theories of human nature. Each will be discussed in turn.	
B. Review of Biophysical Approach Good physical health leads to good behavior. There is a link between the health of the body and behavior.	
C. Review of Psychodynamic/Interpersonal Approach This model views behavior as a complex interaction of drives, needs, and environmental forces. Misbehavior occurs when needs are not met at crucial life stages.	

Activity/Content Summary	Time

D. Review of Behavioral Approach

This approach views behavior as learned through a paradigm of reward and punishment. Misbehavior develops when inappropriate behaviors are reinforced.

E. Review of Sociological Approach

This model of behavior encompasses a cultural view, proposing that deviant behavior is that which differs from the norms of mainstream society, and that cultural and societal factors influence behavior.

F. Review of Human Potential Approach

This view of behavior focuses on the potential for the individual to express him/herself in an individual way. Misbehavior occurs when individuals are not allowed to express themselves in ways that are innately theirs.

G. Review of Eclectic/Ecological Approach

This model sees behavior as the result of interaction between individual characteristics and the environment. Attitudes of those viewing behavior as deviant may need to be altered, or the situation as a whole be altered.

4. Participants Review Six Theories and Complete Discipline Situation II - Lisa — 20 min.

A. Participants Form Small Groups

Participants divide into six groups. Each group is given a more detailed summary of one of the six theories to review.

B. Participants Complete Discipline Situation II - Lisa

Each group reviews the discipline problem illustration and discusses causes and interventions based on the theoretical approach they have been assigned.

C. Sharing of Solutions Based Upon the Six Theories

Members of each group report out the theory they have reviewed and tell how they would remedy Lisa's problem making use of their respective theory. Participants and trainer add to the solutions.

D. Summary Remarks

The usefulness of a variety of ways of thinking about students' misbehaviors is stressed.

Activity/Content Summary	Time
5. Viewing of Vignette "Teacher, I Got Your Goat" Participants are asked to draw upon their own experiences and these six theories as they view a vignette of another discipline problem and try to resolve the problem. This vignette was developed, in part, by students in an inner city school in Philadelphia.	30 min.
6. Conclusion: Usefulness of a Multifaceted Approach to Discipline Trainer and participants will evaluate and share opinions as to the usefulness of these six theories in managing discipline problems in the school.	10 min.

About the Module

Course 2 - Discipline

Module 2.4 - Establishing Effective Discipline Practices

Objectives

Participants will be able to--

1. List major causes for student misbehavior
2. List at least one discipline strategy to correct misbehavior based upon each of the six causes
3. Diagnose why a specific discipline technique may not be effective in a given situation
4. Know where to obtain reference materials regarding each of the six causes/ remedies to behavior problems.

Description of Materials

Transparency

2.4.1 Approaches to Interpreting Behavior

Audiovisual

2.4.1 Video Vignette "Teacher, I Got Your Goat." This is a videotaped vignette of a classroom behavior problem.

Handouts

2.4.1 Discipline Situations: Darryl and Lisa
2.4.2 Psychodynamic/Interpersonal Approach
2.4.3 Behavioral Approach
2.4.4 Sociological Approach
2.4.5 Human Potential Approach
2.4.6 Biophysical Approach
2.4.7 Eclectic/Ecological Approach

Background Material

2.4.1 Six Approaches to Viewing Human Behavior

Bibliography

Six Theories of Human Nature

Resource Material

R.2.4.1 "Some Alternatives to Corporal Punishment in the Schools," Irwin A. Hyman, Ed.D. This material focuses on various ways of maintaining discipline in the classroom without using punishment. Short, intermediate, and long-range solutions are suggested. (The brochure can be ordered from NSRN.)

Course 2 - Discipline

Module 2.4 - Establishing Effective Discipline Practices

Background I-D 2.4.1

Background Materials

Six Approaches to Viewing Human Behavior

1. PSYCHODYNAMIC/INTERPERSONAL APPROACH

Assumptions:

Behavior is seen as the consequence of the interaction of inherent drives, needs, or forces with environmental limitations.

Normal behavior stems from the successful completion of the sequential developmental stages and the development of impulse control. (Freudian psychosexual stages, Erikson psycho-social stages, Piaget cognitive stages)

The unconscious mind exists, and present behavior can be understood in light of early interpersonal relationships and the resolution of critical periods.

Behaviors appropriate in one stage in life may be inappropriate in other stages.

Maladaptive behavior occurs when needs are not satisfied at crucial life stages, controls are not developed, and needs continue to be expressed in socially unacceptable ways.

Gaining insight into regressive and/or destructive behavior through psychoanalysis will change present behavior patterns.

A child's classroom behavior may reflect earlier and present family relationships (parent--teacher, siblings--classmates).

Diagnostic Considerations:

Focus: Individual internal motivation within a development context

What is the history of the individual's early interpersonal relationships?

What are the present family dynamics?

How do the past experiences of each parent with regard to behavioral expectations and discipline relate?

Do developmental needs appear to be satisfied? (Freud, Adler, Dreikurs)

Have conflict stages been resolved?

Has an adequate defense mechanism system been developed?

How does the individual perceive the situation?

To what extent do internal and external factors influence this perception?

Goals of Intervention:

Individual interventions

Clarify individual's perception of present behavior

Understand basis of present behavior in terms of early development and family dynamics (dangling cigarette = unfulfilled suckling needs)

Express emotion through variety of activities (expressive therapies, art, music, drama, play therapy)

Explore socially acceptable means of meeting individual needs.

Environmental interventions

Modify environment to fulfill individual's needs (flexible seating arrangement for insecure child)

Support positive social interaction

Provide opportunity for identification with appropriate models (supportive parental figure, appropriate sex role model).

Examples:

Disrespect for school authority figures is often interpreted as resulting from poor parent-child relations or loss of a parent, and this kind of problem may be resolved through such techniques as strengthening family discipline system, or involving the student in a close interpersonal relationship (Big Brother).

Vandalism, fire-setting, and other attention-getting devices may stem, for example, from the student's feelings of abandonment due to the arrival of a new sibling. Focusing on socially acceptable means of gaining attention can be helpful.

2. BEHAVIORAL APPROACH

Assumptions:

Behavior is learned through a paradigm involving reward and punishment.

All behavior is ordered and as such can be observed, measured, predicted, and controlled.

Maladaptive behavior develops when inappropriate behavior is reinforced.

By adopting a program of systematic selective reinforcement behavior may be altered by strengthening some responses and withdrawing reinforcement from others.

The thrust in school discipline, therefore, should be to help the child substitute desirable behaviors for inappropriate ones through the use of reinforcement and/or modeling.

Diagnostic Considerations:

Focus: Behavior and setting

How often does the target behavior occur?

What event precedes it?

What event follows it?

Is the behavior desirable for the setting?

Goals of Intervention:

Increase frequency of desirable behavior

Reduce frequency of undesirable behavior.

Techniques for Intervention:

Contingency interventions

Reinforce desirable behavior (tokens, social reinforcers, pleasurable activities)

Remove reinforcement of undesirable behavior (ignore response cost, taking back tokens, soft reprimands)

Introduce competing behavior.

Environmental interventions

Modifying setting (remove distracting stimuli, provide stimuli for adaptive behavior)

Remove child from setting (time out of room)

Modeling (use of teacher and peers).

Self-control intervention

Teach child to set goals, rewards and contingencies, and record own behavior.

Examples:

Talking in class is often reinforced by the teacher's ensuing attention. Solution strategies can employ Goal Attainment Scaling with rewards for not talking in class.

Truancy can be seen as a learned avoidance response. A token system can be developed to reward school attendance while at the same time modifying the school setting to facilitate the student's desiring to come to school.

"Catch a kid being good."

3. SOCIOLOGICAL APPROACH

Assumptions:

Behavior is developed through acculturation and socialization and is considered normal if it adheres to the norms of the mainstream culture.

Abnormal behavior is defined as deviance from the norms of the mainstream culture or may occur when norms are not clearly defined due to rapid changes within society.

Deviance may reflect conformity to the standards of a subgroup rather than those of the dominant group.

Society labels according to its own perception which individual, group, or set of behaviors is deviant. The actual behavior of deviants and nondeviants is very similar.

Schools are a mirror of dominant societal values and their primary function is to teach and perpetuate these values.

Cultural norms of students may differ from those of the mainstream culture and may be in conflict with expected school behavior.

Diagnostic Considerations:

Focus: Society, the groups within society, and the roles of society.

What are the behavioral norms and values of the mainstream culture and the various subgroups? (black child/white schools).

What are the conditions in society that may be promoting deviant behavior? (political turmoil, social changes, unrest).

Which behaviors, individuals, and/or subgroups are defined as deviant?

Are individuals and groups behaving in accord with role expectations, and to what extent does this cause strain and conflict? (Individual belongs to several groups).

Does the deviance reflect conformity to subgroup norms?

To what extent does the school reflect the norms and values of the mainstream culture? (Curriculum in urban, low socioeconomic status school fits middle socioeconomic status population)

To what extent does the school accept and provide for diverse subgroup standards?

Goals of Intervention:

Many sociologists are not interventionists. They feel that social change is not amenable to intervention and are interested solely in describing systems.

Define the norms and values of the mainstream culture and the various subgroups.

Define the conditions which may be promoting deviant behaviors.

Define the cultural differences that cause stress and conflict.

Facilitate change in group behavior or in environment or setting.

Techniques for Intervention:

Intervention within societal institutions

Understand existing systems (define problem, analyze system causes of the problem)

Modify existing systems (homogeneous grouping)

Introduce new procedures (new curriculum, educational parks, advisory councils, alternative schools).

Interventions within existing groups

Understand group norms, values, and behaviors (raise group consciousness)

Prepare groups for change (decrease dehumanization and victimization)

Resolve problems through group approach.

Individual interventions

Understand role expectations assigned by society

Facilitate assimilation to mainstream culture through special education and training programs.

Examples:

The problems of a new Vietnamese student's assimilation into a U.S. school can be handled by raising the student body's consciousness toward the newcomer and his or her culture.

An understanding of differing needs and interests of students at dissimilar socioeconomic standings can help in the designing of successful classroom plans, trips, and activities (black culture experiences for black studies).

American Indian culture typically discourages competitive attitudes (Sioux). This insight may aid in avoiding conflict between school and culture.

4. HUMAN POTENTIAL APPROACH

Assumptions:

Man has an inborn nature which is essentially good and is never evil.

Humans are born with basic goodness which they attempt to fulfill.

A nurturing accepting environment which enables self-actualization of individual will result in normal behavior.

Maladaptive behavior occurs when technological and bureaucratic change causes feeling of insecurity and the diminution of individual worth. Emphasis on efficiency and centralized control results in the alienation of the individual which leads to the need for group identity.

Identity groups, often based on religion, class, or race may lead in times of stress to unhealthy competition and conflict and may inhibit individual growth.

Children who misbehave need to feel wanted and need a wide latitude to feel free to express themselves.

A nurturing school climate will allow the child's basic thrust for goodness to emerge.

Diagnostic Considerations:

Focus: Individual and necessary climate for actualization of potential

What are the forces in the environment that lead to feelings of individual worthlessness?

Does teacher training, selection, and evaluation take into consideration aspects of the teacher's personality and effect on individual students?

Does the school provide for expression and acceptance of honest expression of feelings?

Is the school placing too much emphasis on cognitive rational learning rather than intuitive and alternative methods of problem solving?

To what extent does the value of conformity inhibit individual differences?

Goals of Interventions:

Self-actualization of potential

Help individual adjust to variety of behaviors

Provide nurturing environment of facilities self-growth

Foster acceptance of a full range of human emotions.

Techniques for Intervention:

Structural changes in educational system

Alternative schools within public school system

Independent alternative schools

Alternative educational opportunities (individualized programs, open education)

Humanizing school climate

Define and modify environmental pressures that may interfere with the individual's efforts toward self-actualization

Personalize teacher/student relationships (human relations training)

Increase emphasis on affective experience (educate whole person, develop nonverbal, and intuitive skills)

Provide for involvement of all groups in determining school policy (student representation at administrative meetings, student input into discipline handbook)

Provide for individual learning style and behavior

Provide for individual choice in curriculum

Make curriculum relevant for minority group students

Allow for active student roles in learning process (class project may coincide with community services project).

Examples:

A student's lack of interest in school can be a result of feelings that school training is "irrelevant." Making traditional subjects applicable to contemporary issues can raise the level of interest.

Window breaking and theft may be a reactive to students "hating" school. Creating the conditions for a more humanized school environment, for example, by personalizing faculty-student relations, may be useful.

Give troublemakers opportunities to appreciate the rewards of good behavior.

5. BIOPHYSICAL APPROACH

Assumptions:

Behavior can be attributed in part to biophysical causes.

Normal physiological development and the maintenance of an optimum state of health will lead to normal behavior.

Some deviant behaviors can be attributed to biophysiological defects due to heredity, adverse environmental conditions, diseases, and accidents.

Behavior can be modified by changing aspects of a person's biophysiological condition.

Physiological abnormalities can be detected by medical and surgical procedures or can be inferred through observation of behavior.

Teachers should be aware that because children differ physically, differences in personalities, behaviors, and learning patterns may occur, and consequently, educational practices may have to be adapted to compensate for these differences.

Diagnostic Considerations:

Focus: Physiological state of individual

What is current state of individual's health?

What is the past health history of the individual and his or her family?

Are there symptoms of physiological abnormalities?

To what extent do these physiological abnormalities influence behavior?

Goals of Intervention

Maintain or reinstate physical health of individual

Provide means of compensation for permanent physical deficits.

Techniques for Intervention:

Direct biophysical intervention

Drug therapy (Ritalin, Dilantin)

Orthomolecular therapy

Diet therapy (Feingold diet, diabetic, hypoglycemic)

Surgical procedures

Methods of compensation

Training interventions (perceptual motor, Kephart, Delacato, Fernald's VAKT, Frostig)

Environmental restructuring (prosthesis, hearing aid, special teaching, Braille)

Biofeedback training (self-response to physiological signals of distress).

Examples:

Recent research into hyperactivity indicates the cause may be linked with sugar. Instituting nutritionally balanced lunch programs, special no-sugar lunches for affected students, or making parents aware of this research, should be investigated.

Class clowns are sometimes children who can't see from the back of the class or who have emotional problems. Watching for possible medical reasons (need for glasses) and being aware of problems needing special education might be more appropriate than punitive actions--which may only contribute to perpetuating the already low self-esteem of these students.

Training in the normal development of children may aid in the early identification of potentially serious problems.

Teachers ability to identify drug users should be encouraged.

6. ECLECTIC/ECOLOGICAL APPROACH

Assumptions:

Behavior results from the interaction of characteristics of the individual and various forces in the setting.

Normal behavior occurs when the individual interacts in accordance with the dynamic forces of his or her environment.

The forces influencing behavior can be biophysical, intrapsychic, phenomenological, and behavioral.

Modifications of behavior can be achieved by changing the behavior itself, changing the setting, or changing the perceptions of those who consider the behavior deviant.

An individual's behavior may be modified by investigating the individual's total environment, locating the source of the disturbance and utilizing any intervention technique which will bring about change.

Diagnostic Considerations:

Focus: Interaction of various forces with the individual

Does the individual's behavior change in different settings?

Are the behavioral demands of each setting within the individual's total environment compatible?

What is the primary source of the deviant behavior?

For whom is the deviant behavior a problem?

Which aspects of the problem are amenable to change?

Goals of Intervention:

Increase concordance between the behavior of the child and the setting in which he or she resides.

Techniques for Intervention:

Change individual behavior

Teach and encourage behaviors viewed positively by mainstream culture

Target children trained as behavior engineers (teach child to modify behavior of others by changing their own behavior).

Change in environment

Reorganize physical setting of classroom (seating arrangement and learning centers, engineered classrooms)

Employ a variety of classroom management techniques (rule enforcement, appropriate learning materials)

Life space interventions (establish "therapeutic milieu," arrange physical space and time and activity schedules; accept child's view, explore possible solutions, and present reality-oriented solutions as needed).

Change awareness and attitudes of those perceiving behavior as deviant

Family members

School personnel

Significant others

Teacher effectiveness training

Parent effectiveness training

Family counseling

Special training for teachers

Examples:

A normally passive child who persistently fights while riding the school bus may be reacting to forces in the bus setting. Rule enforcement, reassigned seating, or alternate transportation may suffice to change the environmental factors causing this behavior.

The development of sexual interest is often perceived by parents as abnormal and bad. Parent training and child development workshops can be employed to resolve this misunderstanding.

Resources/ Bibliography

Course 2 - Discipline

Module 2.4 - Establishing Effective Discipline Practices

Six Theories of Human Nature

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Course Agenda by Module

Course 2 - Discipline

Module 2.5 - Alternatives to Suspension

Total Time 45 minutes

Module Summary

This module explores a variety of alternatives for dealing with the seriously disruptive student without interrupting the student's educational experience.

Activity/Content Summary	Time
1. Introduction Relevant issues in dealing with the seriously disruptive student are reviewed. A rationale for moving away from punitive methods and toward programs that more effectively deal with the student is presented.	5 min.
2. Illustrations of In-School Alternatives to Suspension Programs A. Introduction and Sharing of Alternatives B. COPE Program, Wexford, Pennsylvania A lounge and study room are used to continue regular course work with counseling support and special sessions on the consequences of unacceptable behavior. C. Afternoon Alternative School, Syracuse, New York Twelve teachers provide individualized instruction and coordinate work-study experience in an after school program. D. Time Out Room, St. Petersburg, Florida Disruptive students from one to three classes are removed and placed in a special classroom. Values clarification and transactional analysis are employed. E. The Quiet Room Program, Lincoln, Nebraska The principal and assistant principal monitor a program based on the reality therapy approach. F. Concluding Remarks	15 min.

Activity/Content Summary	Time
3. Discussion of Issues in Developing and Evaluating In-School Alternatives	15 min.
A. Introduction	
B. Question Number 1: How Should Referral Be Accomplished?	
C. Question Number 2: Who Should Make Decision to Admit?	
D. Question Number 3: What Justification Is There?	
E. Question Number 4: What about Due Process?	
F. Question Number 5: How Much Time Will Be Involved?	
G. Question Number 6: Where Will the Program Be Located?	
H. Question Number 7: What about Staff Selection?	
I. Question Number 8: How Will Students Do Homework?	
J. Question Number 9: How Can Problem Diagnosis Be Achieved?	
K. Question Number 10: What about Counseling, Instruction, and Other Support Services?	
L. Question Number 11: What Are the Criteria for Evaluating Effectiveness of Program?	
4. Group Discussion and Conclusion	10 min.
Participants discuss similar alternative programs with which they are familiar.	

About the Module

Course 2 - Discipline

Module 2.5 - Alternatives to Suspension

Objectives

Participants will be able to--

1. List reasons why corporal punishment and suspensions do not address the causes of disruptive behavior or solve the problems
2. State at least five issues that must be considered in developing effective alternatives to suspension programs
3. Summarize the components of five models of an in-school alternative to suspension programs
4. Refer to 15 models of alternatives to suspension programs operating throughout the United States.

Description of Materials

Transparencies

2.5.1 - 2.5.4 Transparencies illustrate alternative programs designed to deal with the disruptive student.

Background Materials

2.5.1 "Some Parameters to Consider When Designing and Implementing In-School Alternatives to Suspension Programs." Based on a conversation with M. Hayes Mizell, Associate Director, Southeastern Public Education Program.

R.2.5.1 Alternatives to Suspension Programs. NSRN Technical Assistance Bulletin.

Resources

R.2.5.1 Alternatives to Suspension Programs. NSRN Technical Assistance Bulletin.

Course 2 - Discipline

Module 2.5 - Alternatives to Suspension

Background I-D 2.5.1

Background Materials

Some Parameters To Consider When Designing and Implementing In-School Alternatives to Suspension Programs

Based on a conversation with
M. Hayes Mizell, Associate
Director, Southeastern Public
Education Program, American
Friends Service Committee
401 Columbia Building
Columbia, South Carolina

REFERRAL 1. There needs to be a clear statement of the circumstances under which a referral to the in-school alternative is appropriate and a procedure for making the referral. This statement must be communicated to the school staff, students, and parents in writing.

WHO DECIDES? 2. Designate a specific person to be the "gatekeeper." This staff member should have the authority to evaluate the need for, and wisdom of, the student's referral based on a preassignment investigation involving conversations with the student, her/his parents, and the referring educator.

JUSTIFICATION 3. A referral should be accompanied by sufficient documentation to justify the referral. The document should state what behavior prompted the referral, and what efforts were made to identify and solve the problem prior to referral.

DUE PROCESS 4. Students should be afforded the minimal due process rights outlined in Goss v. Lopez before the assignment takes place. The student should be advised as to why the assignment has been recommended and should have an opportunity to present her/his side of the story.

TIME 5. The issue of how long the student will stay with the program is very important. In most cases an assignment of from one to three days will probably be sufficient to work with the student to try and identify the problem. No student should stay in the program for more than three days without a review of her/his progress during the first three days. Any recommendation that the student remain in the program beyond three days should be accompanied by documentation detailing the rationale for the recommendation, an explanation of the activities and services proposed for the student, and what is to be accomplished during the remaining days.

LOCATION 6. If the assignment of a student to a specific place within the school building for a specific period of time is part of the in-school alternative, attention needs to be given to the location of this facility. It may be a classroom that is not in use, a portable classroom, or even a converted storage area. One school even set up a program in an unused area behind the stage. Regardless of what kind of facility is used, it should be somewhat removed from the normal traffic patterns within the school. The facility should probably be an austere setting which does not provide the visual stimulation usually found in normal classrooms. Chairs, desks or study carrels, book cases, and file cabinets are all that is required. However, students should have access to study materials and aids that would otherwise be available to them in the regular classroom.

STAFF SELECTION

7. There is no more crucial aspect of developing an in-school alternative to suspension than selecting the staff who will work with the students assigned to the program. The staff of the program must be selected from individuals who--

- o Want to work with the program
- o Want to work with students who have problems
- o Have demonstrated their ability to work successfully with students with problems
- o Can relate well to students with a variety of class and cultural orientations
- o Are more interested in identifying and solving real problems than in merely responding to or modifying misbehavior symptoms
- o Are patient, caring, and committed to students.

The interview and selection process of the staff for the program could be aided by creating a special selection panel. The panel should include administrators and teachers who are experienced and successful in working with the types of students who may be assigned to the in-school alternative program. It is probable that staff members will also have to relate to members of the student's family and possibly visit her/his home.

PERCEPTIONS OF OTHERS

8. Another important dimension of the in-school alternative program is how it is perceived by regular classroom teachers and school administrators, and how they relate to it. It is critical that the regular school personnel understand the philosophy behind the program, why it has been created, and how it will work. The best chance for gaining the understanding and support of such personnel is to make special efforts at the very initial stages of the planning to discuss the concept with them, receive their views and suggestions, and incorporate their ideas into the program when appropriate.

HOMEWORK

9. Alternative programs which involve temporarily assigning students to a separate facility in the school will necessitate teachers sending a student's daily assignment to the staff of the alternative program. This assignment may be the same as given to other students, or it may be tailored so as to be more intensive and to require more activities of the student who is assigned to the alternative. In either case, there will have to be a close working relationship between the classroom teacher and the staff of the alternative program.

DIAGNOSIS

10. Teachers and administrators may also have to work with the alternative program staff to assist them in identifying and correcting the root problem responsible for the student's misbehavior. This will take time, and it may not always be a pleasant experience since the teacher or the administrator may be part of the problem.

INVOLVING THE PARENTS

11. It is also necessary for the staff of the alternative program to involve the parents of students in discussion about and an analysis of a student's behavior. This may be a long and difficult process that may require home visitations.

INSTRUCTION

12. It should be made clear that if students are in an alternative program which temporarily removes them from the regular class, they must receive a quality of instruction comparable or superior to that they would otherwise receive. Such instruction should be at a level appropriate for the student. Any tests or other important work being given in the student's regular classroom should also be available to the student in the in-school alternative program. Thus, the student who is in the alternative program should not be academically penalized or be permitted to do nothing in the program.

COUNSELING

13. The in-school alternative should also include a component which involves individual or group counseling. Unless there is some opportunity to work with students--and even parents, peers, and teachers--within the context of a counseling model, it is unlikely the root of the student's misbehavior will be identified, or that the student will be successfully involved in its solution.

SUPPORT SERVICES

14. While the in-school alternative program may be somewhat separate from the activities of the regular school program, its staff must have access to the school system's support services. In developing the program, thought must be given to how such school personnel as psychologists, attendance workers, special education consultants, counselors, community relations staff, ombudspersons, and transportation supervisors will relate to the alternative program staff in order to assist them in working with students.

FOLLOW-UP

15. Once a student leaves the in-school alternative program, it is important to have some process of follow up to determine how the student is getting along in regular classes. One component of this followup should be to determine how successful the in-school alternative has been in helping solve the root problems of the student's misbehavior. One

approach is to use a form or card which enables each teacher the student sees throughout the course of a normal school day to indicate how the student is getting along in class. This is turned in to a school administrator, with a copy to the alternative program staff, at the end of each school day.

FUNDING

16. The extent to which additional funding may be required to provide the services and staff for an in-school alternative program depends largely on how creatively an administrator uses the services and staff already available to her/him, and how many students may be involved in the program. It should not be assumed that an in-school alternative cannot be implemented without additional funding. The Emergency School Aid Act can provide funds to eligible districts for a range of services and personnel if the districts meet the program's criteria. Title IV-C of the Elementary and Secondary Education Act can also provide funds. Some staff for the alternative program may be funded through the Comprehensive Employment and Training Act. The Juvenile Justice and Delinquency Prevention Act is the only Federal legislation which specifically provides funds to prevent unwarranted and arbitrary suspensions.

PROGRAM EVALUATION

17. The in-school alternative should be carefully monitored and evaluated at regular intervals throughout the school year in order to determine if it is achieving its intended purposes. The following questions may provide a useful framework for determining the success of the program:

- Has the program actually resulted in a significant reduction in the number of out-of-school disciplinary suspensions? (Compare suspension data from prior to the implementation of the alternative program with data for a comparable period of time while the program has been in operation.)

- What does data concerning referrals and assignments to the alternative program reveal? (Compile data that includes information on the race, sex, grade level of students referred to the program; compares the number and types of students referred to those actually assigned to the alternative program; reveals the number of referrals made by individual teachers or administrators; indicates how many students spent how many days in the alternative program; cites the reasons students were referred and/or assigned to the program; and provides information on the number and types of students who were referred and/or assigned to the alternative program during a given period of time.)

- Have students involved in the in-school alternative program significantly increased their academic, social (coping, interpersonal skills), and attendance success as a result of having participated in the program?

- Has the alternative program resulted in students developing greater self-discipline (as manifested by students not being assigned to the alternative more than once)?

- Has the alternative program resulted in more parents being involved in the disciplinary process?

- Has the alternative served a broad range of students (by sex, race, socioeconomic background, etc.) who have violated school rules, rather than served only one group identified as "the discipline problem"?

- Has the alternative served only those students most in need or has it been excessively used as a disciplinary response? (Check to see if the number of students participating in the in-school alternative is equal to or more than the number of students formerly receiving out-of-school suspensions.)

National School Resource Network

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Technical Assistance Bulletin

Alternatives to Suspension Programs

Summary

Data on suspension suggests a number of questionable implications on its use as a disciplinary strategy. Student advocates point out that suspension policies may discriminate against nonwhite students, for example, and educators are concerned that suspended students who are doing poorly in school lose even more valuable class time. Concern over the negative effects of suspension has caused administrators to search for alternatives. This Bulletin is a summary of some in-school suspension programs that have been designed to deal with serious behavior problems yet permit students to continue their education.

The Problem

School suspension represents a serious threat to the educational careers of young people. Recent reports and research studies have announced the abuses and excesses of suspensions: proportionally, many more nonwhite students than white students are suspended; suspension for truancy and class cutting may, in fact, "reward" suspended students, those who can least afford to miss academic instruction.

Further, suspension in some cases may have a negative effect on the community at large, because released students may loiter unsupervised on the streets before returning home. An economic argument against suspension is that in many cases the school and school district lose funds based on average daily attendance formulas.

Rationale

The increasing awareness of the problems attendant upon a high level of suspension has caused educators to seek less disruptive alternatives. Suspension of students who exhibit socially unacceptable behavior is no longer an ultimate disciplinary measure for administrators. Many of the nation's schools have implemented or are developing alternatives that provide the student and the school with disciplinary options that permit students to continue some level of educational activity within the school environment.

Many of these in-school alternatives also serve to identify and treat the problems that lead to school disruption. Counseling programs, timeout rooms, referral centers, in-school suspension centers, and a plethora of other approaches have now emerged across the country.

This Resource Bulletin is developed to provide school personnel with a sampling of in-school suspension programs that are now operating throughout the United States and that appear to be achieving positive results. However, one word of caution: inasmuch as in-school alternative-to-suspension programs are relatively new, actual evaluation, or even criteria for evaluating effectiveness, are only in formative stages. It will be several years before the full benefit of such programs can be assessed.

Program Examples

Evansville, Indiana:
ALTERNATIVE EDUCATION ASSIGNMENT (AEA)

Staff: Coordinated by assistant principal for discipline. Other personnel (counselors, school psychologists) are drawn upon as needed.

Set-Up: One classroom is used to separate "offenders" from

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the student body. Students in program also eat in an isolated area of the cafeteria.

Program: Academically oriented with a counseling emphasis. Regular classroom assignments are still required, augmented by activities tailored to the needs of the students. For example: personal hygiene workshops, interpersonal relationship training, career counseling, values clarification, and rap sessions. Behavior modification techniques are also used. Students not benefiting from the program are appropriately referred to juvenile courts, youth services bureaus, community services, etc.

Duration: Students average two to three days in the program.

Costs: AEA is considered part of the schools regular budget; no additional funds are needed.

Evaluation: In its third year, AEA has been described as a very successful program based upon three points: (1) teachers praise the program's effectiveness in aiding their disciplinary efforts, (2) out-of-school suspensions have "disappeared," and (3) the program has been adopted by the rest of the school system.

Wexford, Pennsylvania:
COPE PROGRAM

Staff: One director assisted by counselors, a school psychologist, and counseling interns (proposed involvement of a VISTA volunteer and local clergy).

Set-Up: Two rooms in school: (1) casual lounge with living room furniture, and (2) classroom with study carrels.

Program: COPE has basically four components: (1) immediate problem support system where consequences for unacceptable behavior are also spelled out, (2) regular school responsibilities, (3) in-school suspension with counseling and liaison work with community agencies, and (4) a drop-in center. The program's purpose is to provide counseling and learning opportunities for hard-to-reach students in order for them to view themselves more positively through increasing their competencies in social and academic skills useful in coping with adult life.

Duration: One to ten days. Longer if more serious offense requiring a school board hearing.

Costs: Funded by school district.

Evaluation: Although no systematic data was available, there were virtually no repeats in the program. Also, good feedback was received from families and the community. COPE is in its sixth year.

Buffalo, New York:
INTENSIVE LEARNING CLASSES (ILC)

Staff: One full-time teacher selected by principal.

Set-Up: One classroom.

Program: Students in the ILC are restricted to a physical area away from the regular student body. They are responsible for catching and/or keeping up with their academics while in these study sessions. Other program components include physical education periods and separate cafeteria space. School psychologists and counselors may be utilized as needed, and referrals can be made to local agencies.

Duration: One to ten days. The average is five to six days.

Costs: Local funds pay for one full-time salary for each school (average of $15,000). All 13 district schools use this type program.

Evaluation: Regular evaluation is responsibility of each building administrator. In its two years of use at the high school level, the program has gained the "wholehearted endorsement" of the school district and will be adopted by the junior high schools this next term (September 1979).

Syracuse, New York:
AFTERNOON ALTERNATIVE SCHOOL (AAS)

Staff: Twelve teachers assembled from school district to work with a projected 100 students.

Set-Up: The AAS will be located on one floor of an existing junior high school.

Program: Operating from 2 to 8 p.m. (with class times from 3 to 7 p.m.), innovative programming will include a work-study program and several social/educational programs designed to provide individual counseling and learning packages, opportunities for improved self-image and respect for others, and additional services as teachers see fit to tailor the program to individual student's needs. The emphasis is on basic educational skills geared to application to occupational goals. Regular educational requirements must be met for advancement.

Duration: It is projected that two years will be the average length of time before the common goal of mainstreaming is reached.

Costs: Twelve full-time teacher's salaries. Additional materials, equipment, and space is made available through existing school resources.

Evaluation: This program, proposed to begin this term (September 1979), will be evaluated periodically by the deputy superintendent for instruction. Evaluations will be based on individual student achievement as compared to previous performance baselines.

Prior Lake, Minnesota:
CONTINUING EDUCATION CENTER (CEC)

Staff: One full-time teacher-in-charge. Assistant principal and special education staff are also utilized.

Set-Up: One classroom in the special education section of the school building.

Program: Offering the student a period to "cool off," the program uses behavior modification contracts to identify problems, goals, and consequences. Regular class assignments are continued, and meetings with counselors are scheduled. Parents are very involved, and even sign the contract along with the student, teacher, counselor, and principal. CEC also has a practical emphasis integrating academics and occupational objectives. Remedial classes, vocational workshops, and assorted study aides are made available. The program also has a referral route with a local county human services center.

Duration: Variable. Average of three days.

Costs: One full-time teacher's salary (estimated at $16,000).

Evaluation: In its fifth year, the program is seen as responsible for a lowered out-of-school suspension rate, and few students need to repeat

CEC. Also, the numbers of students who continue on to graduation is high.

Lincoln, Nebraska:
QUIET ROOM PROGRAM (QRP)

Staff: Monitored by principal and assistant principal.

Set-Up: Six desks and two study carrels in a small classroom between administrators offices.

Program: Primarily the program's aim is to alleviate the classroom of its "problems," and give "offenders time to think things over." The reality therapy spinoff model gives the student responsibility for his or her own actions. There are strict rules (study silently, don't leave the room, etc.), and the QRP is punitive in nature.

Duration: One to ten days as needed.

Costs: Seen as part of school's budget for discipline and instruction. No additional funds are required.

Evaluation: In its two years of use, the program has been described as "an effective way to handle classroom problems," and teachers are reported to like the program.

Orange County, California:
SATURDAY WORK-STUDY PROGRAM

Staff: Two staff members per school in district. One supervises work activities and the other monitors study sessions.

Set-Up: School facilities opened on Saturday.

Program: The workstudy program attempts to accomplish two results: (1) to get students involved in activities that will allow them to accomplish something (painting, etc.), and (2) to show students the consequences of unacceptable behavior. The work component engages students in school maintenance and building chores and some more creative tasks when available. The study sessions are monitored by a "nonauthoritarian" teacher who is there to aid students in any way necessary. An "on-campus suspension program" is going to be started in this term (September 1979) with a more academic emphasis, taking place during the school day.

Duration: Students are assigned Saturday duties in relation to seriousness of offense. One Saturday is typical.

Costs: Although the program costs $60 per Saturday to pay staff at each school, it is reported to have saved the school district $6,000 to $8,000 in saved attendance apportionment during the three years of operation.

Evaluation: Teachers, administrators, families, and the community praise the program.

Columbia, South Carolina:
IN-SCHOOL SUSPENSION GROUP

Staff: One coordinator (shared by two high schools), assisted by school staff member.

Set-Up: Portable classroom trailer adjacent to the school building. Individual and group counseling helps young people to understand the reasons why their actions are viewed as offensive, and to discover and examine alternatives to unacceptable behavior. Individual "packets" are developed identifying offenses and indicating what activities the student must complete to be allowed back into regular class. Referrals for services the program cannot provide are made to appropriate county agencies.

Duration: Two days is the average stay. More time may be required depending on the nature of the offense, or on the basis of unsuccessful first days.

Costs: No dollar figure was available; however, the cost is basically the salary of one full-time coordinator.

Evaluation: In its four years at the junior high school level and two years in the high schools, administrators report most favorable impressions. Also, parents like the program.

El Paso, Texas:
ALTERNATIVE-TO-SUSPENSION CLASS

Staff: One full-time teacher.

Set-Up: One or two rooms per campus. Classrooms preferred.

Program: Using lesson plans from the student's regular classroom, the teacher works intensively with small groups to encourage good academic performance. The class starts before the regular school classes and lets students out earlier also. Students do not take breaks, nor do they leave the room except to go to lunch as a group separated from the rest of the students. Most counseling referrals, which are fairly common, are made first to in-house staff in the guidance office, then to local social and mental health services if needed.

Duration: From point of infraction until the end of that term.

Therefore, the program can vary from a few days to almost one term in length.

Costs: One full-time position.

Evaluation: The program, utilized throughout the El Paso district, is termed very successful, particularly in one way: students in the program consistently improve their grades. One assistant superintendent stated "at first students resist, but after a while they see that there is nothing to do but study." The program has been used in several forms for many years.

Baton Rouge, Louisiana:
BEHAVIOR CLINIC

Staff: Two moderators: one counselor and one teacher.

Set-Up: School library.

Program: Two-hour sessions are held two or three times per week. After an orientation, students are grouped according to type of infraction. Activities are designed for specific groups. Staff, skilled in human relations and behavior modification, listen to students' problems and suggest solutions. Film strips, slides, resource persons, and workshops are utilized. Students are evaluated by the moderator to provide information to teachers and administrators about the readiness of students to return to class ("graduate" from the clinic). With parental permission, referrals can be made to local mental health services and social work agencies. Twelve students is the clinic's maximum census.

Costs: The two moderators are volunteers from the regular school staff. Additional supplies and equipment come from the existing school resources.

Evaluation: In its fifth year the program claims success and states results are well received by the entire school staff. No systematic evaluation is done.

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New Berlin, Wisconsin:
HELP CENTER
(Handling Educational and Learning Problems)

Staff: Six teachers (three with LD, MR, or ED certification).

Set-Up: One major classroom, three small ones, and one office in the main school building.

Program: With a philosophy geared toward "doing whatever is needed to make learning enjoyable for the student," the program is truly tailored to the individual. Regular school work is required, and remedial classes are conducted. Also, local vocational and technical school facilities are used to prepare students to make wise career choices. Community mental health centers, Division of Vocational Rehabilitation facilities, and county social services are all enlisted to support the students individual plans.

Duration: The average is about two years, "depending on how much time is needed."

Costs: Six full-time salaries, and additional supplies estimated at $2,000 to $3,000. Funds are split between local and district monies.

Evaluation: Evaluation is performed by school principal and center staff. Goals are set for the program, the teachers, and the students; and evaluation is based upon the attainment of these goals. HELP is going into its twelth year of operation.

Columbia, Maryland:
CONTRACT ROOM (CR)

Staff: Four department heads and one administrative assistant share the responsibilities.

Set-Up: Small conference room equipped with study carrels.

Program: Based on a reality therapy model, the students agree to the rules of the room and write up a contract with the aid of their teacher. Contracts state specifically the problems at hand and plans for changing behavior. This model places the responsibility directly on the students for their actions. Any infraction of agreed upon "rules of the room" results in immediate suspension. Students' advisers are consulted for any professional referrals.

Duration: Ninety percent (90%) of the students require only one day. A maximum of three days is maintained, usually for students not sufficiently benefiting from first days. CR may be repeated as needed.

Costs: No additional funds are needed. The program is part of school's "disciplinary budget" and $20,000 is estimated to start a program if an additional full-time position was needed and supplies were purchased separately.

Evaluation: In over three years of operation, the program boasts of the lowest rate of out-of-school suspensions in their county.

St. Petersburg, Florida:
TIME OUT ROOM (TOR)

Staff: One full-time moderator.

Set-Up: One room in school.

Program: With a perspective that serious problems can be prevented with planned early intervention, this program draws on several disciplines for program components (transactional analysis, values clarification, effectiveness training, etc.). It is a humanistic, nonpunitive program interested in equipping students with skills for

"school survival." Although students spend their day in the TOR, lunches and breaks are not separate from other students.

Duration: Students are removed from those classes which are troublesome. One to three periods is average, and next day return is possible.

Costs: One full-time position.

Evaluation: In the eight years that this program has been demonstrated, 38 States have schools who have adopted the TOR. Thirty percent (30%) to ninety-eight percent (98%) drops in suspension rates are reported.

Seattle, Washington:
IN-HOUSE SUSPENSION (IHS)

Staff: Two paraprofessionals take shifts supervising students.

Set-Up: One ("stark") classroom with six desks.

Program: Primarily a detention program, it is described as a "high security operation" with strictly enforced rules. The program's aim is to head off future problems and reduce the need for out-of-school suspensions. During the time in IHS, students complete their regular classroom studies, and tutoring is made available. Two other programs are used in conjunction with IHS: (1) "peer group counseling"--trained high school students help younger students in a big brother/sister capacity to improve self image, coping skills, etc., and (2) "the conflict committee"--designed to prevent suspensions by allowing students to talk out and resolve problems before any blowups occur. (The committee is staffed with junior high school students who are the "unofficial leaders" in the school). Also, specific referrals (AlAnon, etc.) are made as needed.

Duration: Three days is an average IHS.

Costs: No additional costs to school.

Evaluation: The program has almost no repeats. Parents praise the program's effectiveness and appreciate not having suspended youngsters at home. (Seattle has a "high rate" of single-parent families making suspended youngsters especially troublesome).

Reno, Nevada:
IN-HOUSE SUSPENSION

Staff: One teacher's assistant.

Set-Up: One large area divided into two classrooms; four student desks and a teacher's desk.

Program: The student is considered to be on "regular suspension status." However, the school chooses not to send the student home preferring to make constructive use of this time. Classroom assignments are received from homeroom teachers in what is considered an important one-to-one contact. Also, counselors are encouraged to visit the room to discuss precipitating events, and how to handle problems, etc., with the student. A parent conference is required; and local community resources and persons are utilized as appropriate. (For example, a fire marshall might be called in to discuss the pulling of a fire alarm). The program is based on the idea of constructive use of detention time.

Duration: Two to five days, four hours per day.

Costs: No additional costs.

Evaluation: Evaluation forms are filled out by students, the teacher's assistant, and parents after the suspension, asking how effective the program was from each point of view. Repeats are seldom, and community support is high.

Additional Resources

1. "Issues To Consider When Developing and Implementing Alternative to Suspension Programs." This document is available through NSRN.

2. In-School Alternatives to Suspension: Conference Report, National Institute of Education, Washington, DC, 1979.

Course 2 - Discipline

Module

Resources/ Bibliography

Audiovisual Reference Material

BILL OF RIGHTS IN ACTION: DUE PROCESS OF LAW

Due process is, by its very nature, time consuming. The need to avoid violence and anarchy is often immediate. This is the central issue argued by lawyers in a hearing to reinstate a student who has been summarily suspended after an act of violence during a campus demonstration. Should the student be deprived of due process?

Color Film, 22 minutes, 1971
Rental Fee: $18
Distributor: Correctional Service of Minnesota
1427 Washington Avenue South
Minneapolis, MN 55454
Toll Free #: (800) 328-4737
Minnesota residents call
collect: (612) 339-7227

Not previewed by NSRN staff.

BUS TRIPPING: AS A SECONDARY SCHOOL BUS PASSENGER

Helps to establish orderly, courteous, and safe behavior among teen-age passengers. Explains and demonstrates common-sense rules and reasons for them. Teaches basic conduct and stimulates discussion of safety, courtesy, and vandalism.

Color Film, 9 minutes
Purchase $150
Producer: Aims Instructional Media Services
Distributor: Traffic Safety Education Services
Division of Motor Vehicles
1100 New Bern Avenue
Raleigh, NC 27611

Not previewed by NSRN staff.

DISCIPLINE AND SCHOOL BUS PASSENGER

Presents practical solutions to discipline problems in all age groups. Emphasizes prompt, firm handling of problem behavior from fist fights to vandalism. Deals in a straightforward manner with the major problems which a driver may encounter.

Color Film, 24 minutes
Purchase: $330
Rental Fee: $50
Producer: Lawren Productions
Distributor: Traffic Safety Education Services
Division of Motor Vehicles
1100 New Bern Avenue
Raleigh, NC 27611

Not previewed by NSRN staff.

THE HIGH SCHOOL BUS PASSENGER

Has bus drivers offer pointers on how to ride the bus safely. Contrasts high school passengers to junior high and elementary to demonstrate that the problem for them is forgetting rules rather than not knowing them. Mentions smoking, vandalism, and love.

Color Film, 10 minutes
Purchase: $135
Producer: Professional Arts
Distributor: Traffic Safety Education Services
Division of Motor Vehicles
1110 New Bern Avenue
Raleigh, NC 27611

Not previewed by NSRN staff.

ASSERTIVE DISCIPLINE IN THE CLASSROOM

Lee Canter, author of Assertive Discipline, explains and demonstrates his "take charge" approach to achieving discipline in the classroom. Canter's systematic approach enables teachers to set firm, consistent limits while recognizing students' needs for warmth and positive support. Classroom scenes illustrate this new approach which has resulted in an eighty percent reduction in disruptive behavior in just the first week of use.

Filmstrip
Purchase: $45
Distributor: Media Five Film Distributors
3211 Cahuenga Blvd. West
Hollywood, CA 90068
Telephone (213) 851-5166

Not previewed by NSRN staff.

MULTIMEDIA MATERIALS ON DISCIPLINE FROM THE NATIONAL EDUCATION ASSOCIATION

The intent of this product is to encourage understanding and attitude change, as well as provide information and increase skills. The material deals with the subject of discipline.

Describer critique: This is an inexpensive product that covers many areas on the issue of discipline. The technical overall quality is very good. The tapes and filmstrips move at a good pace and are good stimulators of discussion--the written questions with them are very helpful for the group leader to use. The resource material is good, but if the group is large it might be wise to order more copies. Some of the material is outdated.

Intended for students, administrators, and the general public interested in problems of classroom discipline. All grade levels.

Multimedia
Purchase: $75.03
Distributor: National Education Association
Order Department
The Academic Building
Saw Mill Road
West Haven, CT 06516

Not previewed by NSRN staff.

Course 2

Discipline

ACKNOWLEDGEMENTS

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Resource Request Form

Please send me the following *National School Resource Network* Resource Materials:

Name _____ **Phone** _____

Title _____ **School** _____

Address _____
(Street)

_____
(City) (State) (Zip)

Course Ref. I-D	*Title*	*No. Copies*